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## Talk and learning ESL-examing the effectiveness of teacher talk in terms of fostering the learning of esl students in a Portuguese classroom

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**Talk and learning ESL-examing  
the effectiveness of teacher talk in  
terms of fostering the learning of  
esl students in a Portuguese  
classroom**

**Luis Filipe Simas**

**2010**

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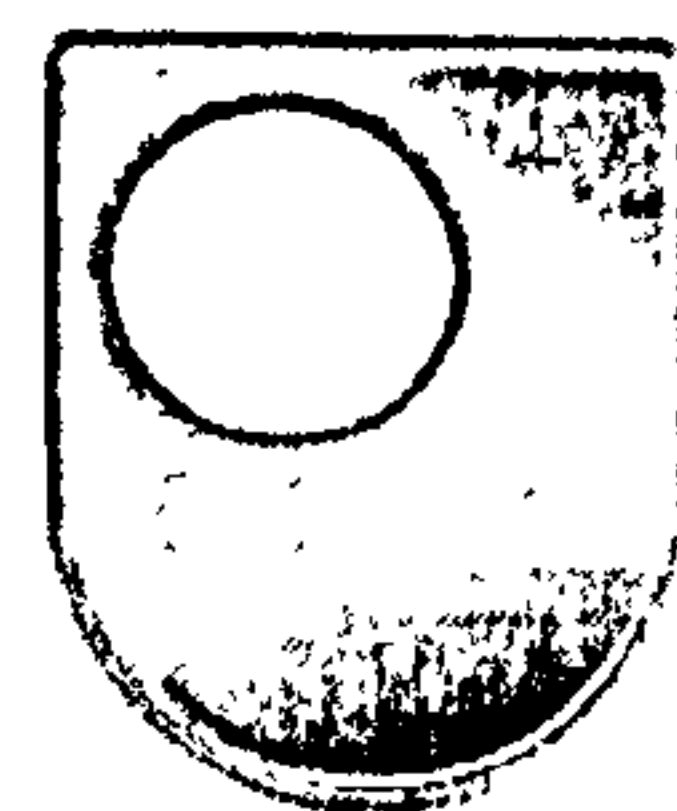
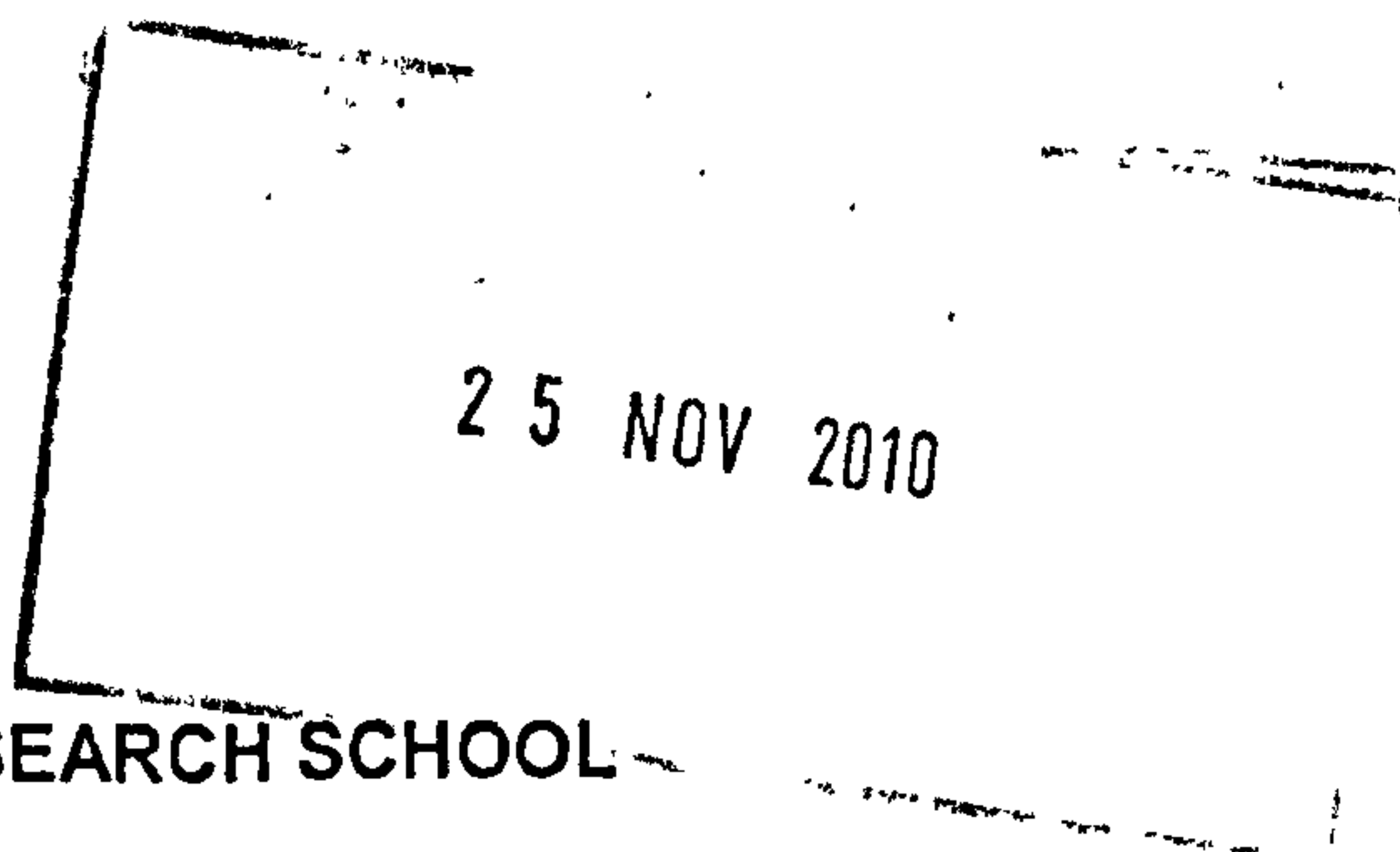
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## ABSTRACT

This dissertation describes classroom-based research on talk and learning. The educational problem I addressed is underachievement. My research addressed a group of thirteen to fourteen year-old ESL students in Portuguese classrooms, with a view to foster their speaking skills and turn them into successes, through the use of scaffolding techniques.

The theoretical framework for my research was largely informed by Vygotsky's theory of socio-cognitive development, complemented by contributions from the Neo-Vygotskian school of thought. But, given the specifics of its context, other research traditions also receive attention in my literature review. Among these are research on the importance of context and ideology for my study, and research on the grammar of spoken English.

The research design adopted for both the pilot and the main research study was a quasi-experimental 'pre and post' approach, intended to test the outcomes achieved by the use of specific scaffolding strategies. The analysis looked at scaffolding already being used by the teachers I worked with and identified weaknesses and possible ways of scaffolding the learners, with references to the literature reviewed. I then identified and discussed these additional possibilities with the teachers and recorded and analysed their subsequent work with the learners. A tentative conclusion is that it is possible to foster the speaking skills of underachievers in the contexts under analysis, through a more sensitive deployment of scaffolding strategies by the teacher.

While more research is needed in this field, it is hoped that my study will make a valid contribution to the teaching of English, as a foreign language in non-English speaking countries.



## **CHAPTER 1- INTRODUCTION**

### **1.1-Educational problem addressed by my research**

Underachievement is an issue which should be at the forefront of the agenda of educational practitioners. It is well-known that underachievers frequently complain that their teachers discriminate against them to the advantage of the 'good learners'. This complaint raises questions about effective teaching, in the sense of classroom practice, which makes actual learning a sine qua non of good teaching. While this identification of teaching with learning seems to define what teaching should be about, it does not inform educational practice as much as it should. Some teachers target their teaching at an average learner (a middle-achiever) and consequently widen the gap between what the curriculum lays down and 'real' attainment, that is to say what is actually learned by all students. My research project represents an attempt to bridge that gap. A clarification of the concepts of underachievement and failure is explored here. This will receive my attention in section 3.2.3.1.

This chapter sets out some of the initial influences on the choice and development of my research focus. First I describe in more detail my interest in underachievement. I then present the context for my research. This is followed by a preliminary approach of ethical issues posed by it. I also set out my research question and justify its choice, linking it to the theoretical framework underpinning it, and its educational relevance. Finally I review some concepts and development sources that have influenced the choice and development of my research.

### **1.2-My interest in underachievement**

The area I am investigating is the teaching of English as a second language to Portuguese learners. My background is that of a trained secondary teacher of English and German in Portuguese secondary schools, located in the Azores and on the main land. I assumed this position in 1980, after having worked as a lecturer of Portuguese in the Humboldt Universität in East Berlin, for two years. I have also been engaged in teacher training in English and German for one year, and taught remedial English for one year.

My MA in Education showed me new ways of responding to the educational problem I identified above and I became particularly interested in Vygotskian and neo-Vygotskian approaches. The knowledge I gained through the MA, consolidated by its implementation in classroom studies enriched my professional experience, encouraged me to go ahead, and gave shape to both my research proposal for Part B of the EdD, and the focus of my research project and dissertation.

My research addresses underachievers who normally remain silent, after being asked a question in English in class. Dismissing them as hopeless cases is, in my opinion not only pedagogically erroneous but it also contradicts the essence of effective teaching. There are

learners who have a fair or good vocabulary, which is nevertheless overlooked or underestimated by their teachers. This disregard of more reticent students' existing knowledge of English is often accompanied by an excessive reliance on the teaching of grammar structures and consequent overloading with summative tests, with serious repercussions for the accurate assessment of the learners. This practice may lead to mistaking for failures learners who underperform. I will come back to this issue in section 3.2.3.1.

### **1.3- The research question**

The topic I have chosen for my research project and dissertation focuses on *talk and learning* and is titled- **“Talk and learning ESL – examining the effectiveness of teacher talk in terms of fostering the learning of underachieving ESL students in a Portuguese classroom”**. It is aimed at *discovering how failing students can be turned into successes by highlighting the relationship between teacher talk and learning*.

My research question is:

**How can the speaking skills of failing students, in a group of students in Portugal (who are in their fourth year of learning English as a foreign language) be fostered through the use of scaffolding strategies by the teacher, in a range of what are intended to be simulated ‘everyday’ situations, e.g. introducing yourself and people, talking about family, describing daily routines, describing home and expressing likes and dislikes?**

The neo-Vygotskian concept of scaffolding plays a central role in the pursuit of my research aim. I am defining it as the support to be provided by the teacher to the failing students envisaged in my study so that their speaking can be fostered. This assistance is primarily through spoken communication and is materialised through the use of specific strategies which are described and justified in section 2.2.2. It is through them that I wish to explore the potentialities I referred to in section 1 and foster the skills contemplated in my research question. Teacher scaffolding therefore is of fundamental importance to my project and considerably shaped its design.

The choice of students of thirteen to fourteen years, in their fourth year of learning English as an obligatory subject was determined among other factors and constraints by the topics approached and the language level of the target learners. The contents, learning objectives and assumptions set by the Portuguese English as a second language teaching curricula for 7<sup>th</sup> formers (third year of learning English) seemed to be too modest for the aims I had in mind, as they stand for a revision and consolidation of subject matters delivered in previous years. Consequently learners who failed to learn the basics of English in previous years (5<sup>th</sup> and 6<sup>th</sup> grades) may have more learning opportunities, as they are given the possibility of catching up with pre-requisites at this stage (7<sup>th</sup> form). In the subsequent grade (8<sup>th</sup> form) new topics involving a more advanced language level make more demands



on learners. For that reason aiming my research at 8<sup>th</sup> formers seemed to me to be a greater investment in responding to learning lacunas and promoting effective teaching.

My research question explicitly refers to the scaffolding of students' spoken English 'in a range of what are intended to be simulated everyday situations'. The model of oracy for functional competence highlights the "development of pupils' understanding of the spoken word and the capacity to express themselves in a variety of speaking and listening activities" (MacLure, 1988, cited in Stierer and Maybin, 1994, p.149). Gibbons (2002) maintains that "most ESL children quickly learn from others and comprehend what is said to them in face-to-face contexts, when the talk is about everyday and familiar topics" (Gibbons, 2002, p.106). Krashen (1991), writing about second language acquisition, argues that it is easier to understand discussions of topics with which we are familiar, which in his opinion illustrates the importance of context and background knowledge in language acquisition theory. The communicative approach to the teaching of foreign languages, which still informs the practice of teaching of English as a second language teachers in my country, makes spoken communication dependent on the abilities of understanding and making oneself understood in 'everyday' situations. The coherence of the learners' discourses and their range of vocabulary are the criteria against which their capacity to make themselves understood is to be assessed by their teachers. The 'everyday situations', I refer to in my research question, thus seems to provide an appropriate context for my research as well as serving my research interest of fostering speaking skills of underachieving students. However, in the interests of replication, a clarification is suggested here. Above I referred to the need for making some linguistic considerations. Despite all the learning potentialities of 'everyday situations', the context where they are enacted in my study is the classroom and the talk involved will unavoidably take the form of classroom discourse. As is noted by Walsh (2002), classroom discourse has its roots in ordinary conversation, which is primarily interactive. But the classroom situation will always interfere with the use of scaffolding strategies to promote interaction and empathy between teacher and learners. Reality does not always match up with one's wishes, so naturally-occurring conversation as an aim in itself may always be problematic. Wording used in my research question (what are intended to be 'simulated everyday situations') reflected my awareness of the impossibility of creating or even recreating real-life situations, the context of my research was only propitious to pseudo real-life situations. Building on these observations and principles, I was interested in exploring ways of fostering the capacities of failing students to use language to do things such as giving information, expressing likes or dislikes or describing their daily routines, which are contemplated in the curriculum contents set for students who are in the fourth year of learning English as a second language.

It is hoped that my investigation of these questions and the reflection prompted by them will provide some valid contributions to the area which is under scrutiny (teaching of English in a non-English speaking country). The encouragement I have received from different sources, including staff from the Portuguese Ministry of Education has been gratifying. I believe that my project, due to its unique nature, has the potential of improving the practice of teaching of English as a second language teachers, for whom English is also an additional language, in the Portuguese context.

#### **1.4- The context for the research**



Both my pilot and main studies took place in a state secondary school, 'Escola Secundária Passos Manuel', where I have been teaching on the permanent staff for thirteen years. Both the school and the teachers I worked with were happy to be identified in my research. My school has about 700 pupils and is located in a predominantly lower middle-class neighbourhood, where the majority of the housing is rented accommodation in old buildings. The education and financial status of the pupils' parents are low, many of them having no more than primary school education.

The classes selected for the pilot and the main studies were in the 8<sup>th</sup> form (fourth year of learning English as a foreign language). The choice of the focus students (thirteen to fourteen year-old students) was left to their teachers, though I gave them a profile of the learners I had in mind (see chapter 2, section 3.2.3.1)

The English curriculum for the 8<sup>th</sup> form is set by the Ministry of Education. In my country we do not have local curricula. It is divided into topics, language functions and grammar structures.

The topics are: 'freetime and entertainment', 'sports and friends', 'food and health', 'fashion', 'the media' and 'across borders'. The language functions are 'talking about freetime', 'describing hobbies', 'expressing likes and dislikes', 'expressing preferences', 'asking for and giving personal information', 'describing past actions', 'describing location', 'talking about food, healthy food and fast food', 'agreeing', 'disagreeing', 'suggesting', 'asking for and giving opinion' and 'talking about future'. The grammar structures are: 'present simple', 'present continuous', 'the future- will and going to', 'subject and object personal pronouns', 'reflexive pronouns', 'relative pronouns', 'the imperative', 'adjectives', 'adjective/adverb degrees', 'why-questions', 'quantifiers' and 'plural form of nouns'.

A look at these contents shows that one of the concerns ruling curriculum policy is to expand topics previously dealt with at the beginner level. This orientation seems to be pedagogically meritorious, as it gives the learners the opportunity of learning to express themselves in new situations and becoming more fluent in the target language.

This said, the above stated policy serves my research interest well, as the underachievers I envisage may not have acquired all the basic knowledge and skills of English, and can thus be given more chances of achieving them through the use of the scaffolding techniques I explore in this thesis.

### **1.5-Ethical issues**

From the outset the fieldwork needed to test my research question raised ethical questions and tensions, which were intrinsic to the aims set. My research interest in fostering speaking skills made me aware that the learners' achievements, no matter how considerable they might be, might not guarantee a passport to a PASS at the end of the academic year (8<sup>th</sup> form), as this decision would depend on their teacher's assessment criteria. This conjuncture implied the risk that the research I was embarking on could serve the researcher interest, rather than that of the subjects of the research (Nixon, 1981). Confronted with this dilemma, I opted for a compromise. When I sought the learners' permission to be researched I explained to them that the studies would promote their self-confidence and their communicative skills in English but might not grant them a PASS.

I was well aware of the pervasive effects of reactivity, in the sense of behaviour changes resulting from awareness of being observed on the part of the focus learners and the teacher I would be working with. The reactivity caused by observation and the obtrusive effects of a tape-recorder could be aggravated by my status of non-participant observer. In the previous classroom studies I undertook for my master degree I was in the role of participant-observer, researching my own classrooms. Now I was facing a more challenging context where the students would be exposed to the presence and scrutiny of a stranger. Besides these considerations the implementation of the research also involved tensions between researcher and teachers. The fellow-teachers being researched might feel patronized. I will come back to this issue in a subsequent section (see chapter 3, section 3.2.3.1)

### **1.6- Concepts and development sources that influenced the choice and development of my research**

Vygotsky's work constituted the main theoretical source for my research. His theory concerning *talk and learning* (my emphasis) explicitly influenced and shaped my research question. His concepts of the 'zone of proximal development' and 'mediation', which are discussed in depth in chapter 2, section 2.2.1 are of fundamental importance to my research. Epistemological and methodological reasons have led me also to briefly discuss a number of general concepts which are involved in my research focus, and may help the reader to make sense of it. Following a direction from the general to the particular, Vygotsky's work is reviewed and linked to my research in the chapter dedicated to the literature review.

Given my research interest in fostering oral communication, it seemed appropriate at this point to try to clarify the concept of fluency, with which it is associated. An entry in Chambers Concise Dictionary defines being fluent as "able to speak and write a particular language competently and with ease". Hedge (1993) defines fluency as "the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation" (Hedge, 1993, p.275). She distinguishes between semantic fluency, i.e. linking together propositions and speech acts (also known as coherence), lexical-syntactic fluency, i.e. linking constituents and words, and articulatory fluency, i.e. linking together speech segments. She adds that non-fluency in an English language learner is discernible in frequent pauses, repetitions and self-corrections. Brumfit (1984) defines the aim of fluency-orientated activity in the classroom as follows: "to develop a pattern of language interaction within the classroom which is as close as possible to that used by competent performers in the mother tongue in normal life" (Brumfit, cited in Hedge, 1993, p.275).

The differences between fluency and accuracy as components of L2 proficiency received the attention of a number of SLA researchers and L2 practitioners. Brumfit (1984) distinguished between fluency-oriented activities, which promote spontaneous L2 production and accuracy-oriented activities, which give emphasis to linguistic form and the controlled production of error-free oral performance. In the 1990s a third construct was added to the two-fold dichotomy, i.e. the concept of complexity. Lennon (1990) described fluency, accuracy and complexity as 'speaking with native-like rapidity', 'generating error-free utterances' and 'using a wide range of structures and vocabulary', respectively. Lennon adds that 'it is now generally assumed that complexity and accuracy are both primarily linked to the current state of the learner's partly declarative, explicit and partly procedural, implicit interlanguage knowledge (L2 rules and lexico-formulaic knowledge)



whereby complexity is viewed as the ‘scope of expanding or restructured second language knowledge’ and accuracy as ‘the conformity of second language knowledge to target language norms’. Fluency is ‘primarily related to the learner’s control over his linguistic L2 knowledge as reflected in the speed and efficiency with which he accesses relevant L2 information to communicate meanings in real time, with control improving as the learner automatizes the process of gaining access’. Relating the constructs of complexity and accuracy to L2 knowledge representation, or analysis of internalised linguistic information, and fluency to control over linguistic L2 language, seems to be in line with Chomsky’s (1957) distinction between ‘language competence’ (passive language knowledge) and ‘language performance’ (language production). But Lennon’s definitions of complexity as ‘the scope of expanding or restructured second language knowledge’ and ‘using a wide range of structures and vocabulary’ suggests language-in-use, rather than internalised linguistic information, as discussed above.

Lennon’s considerations have some relevance for my research. The researched learners need some lexico-formulaic knowledge and use it so that they can communicate in a range of what are intended to be simulated ‘everyday situations’. But neither ‘speaking with native-like rapidity’ nor ‘generating error-free utterances’ are among my priorities for students in Year 8.

It seems appropriate to close this section with an overview of models of pedagogy and their influence on my research. In the following paragraphs I shall review two opposing models of teaching, the transmission and the constructivist, in relation to the two strands of the classroom studies conducted towards my EdD.

The rationale for the interventions in my research was built on a socio-cultural pedagogical approach where scaffolding and guided participation play a role. This involves a dismissal of the transmission/exposition model of teaching in favour of a constructivist/inquiry paradigm.

A number of educationalists have discussed the transmission model of teaching. Hammersley (1993) defines transmission teaching as “a form of pedagogy which presupposes that education involves the *transfer* of knowledge and skills from teacher to pupils” (Hammersley, 1993, p.221). This description is in line with research by Freire (1983) drawn on by Gibbons that refers to this teaching model as ‘banking model’, involving ‘the teaching-learning relationship as one of transmission and reception-transmission of a body of knowledge by the students’ (Freire, cited in Gibbons, 2002, p.6). Denvir (1989) writes that this model of teaching is accomplished by telling and learning by repetition, and Edwards and Westgate (1994) make reference to teacher-led recitation teaching. Hammersley refers to the “craft culture of teaching, that means treating teaching as an activity whose character is fixed and known” (Hammersley, 1993, p.221), that means whose validity is certain. Rojas-Drummond (2003) makes reference to a ‘conventional, directive and transmissional, hands-off and product-oriented approach’ (termed directive-transmissional).

The transmission-model has come under criticism from a number of educationalists. Gibbons (2002) refers to the ‘empty vessel model of teaching and learning’ (Gibbons, 2002, p.6). And Edwards & Westgate (1994) write about the notion of pupils involved in transmission teaching: “pupils are mainly or merely receivers of knowledge, and there are heavy constraints on what they can say and mean because it has to be confined with the limits of what the teacher treats for practical purposes, as being relevant and correct” (Edwards & Westgate, 1994, p.47). Valsiner (1997) maintains that transmission based



pedagogies assume passivity and Ivic (1989) insists that Vygotsky's emphasis was not on the transmission and acquisition of a body of information alone. He points out that Vygotsky was concerned with the provision through education of the tools, teaching and intellectual operations that would facilitate development.

It is possible to link the traditional and well-established methodology in English as second language teaching of the 'three Ps' (presentation, practice and production), referred to among others by McCarthy and Carter (1995) to the transmission model of teaching. According to this wide-spread pedagogical practice among teachers, including in Portugal, generally, the teaching of a structure/concept is followed by lots of practice, aimed at the last stage of the process, the desirable use of the structure at hand or application of the taught concept. This methodology may be insufficient to achieve its desirable outcome. This is so because it deals with an idealized learner, disregarding that between input and output there is an in-between, i.e. a learner with all his/her specific learning needs, wants, learning styles, previous experiences, performance characteristics and capabilities.

The constructivist/inquiry-based model constitutes an alternative approach to the transmission model. It involves an educational process, where direct teaching, as used in the transmission model is replaced by inductive teaching. As Edwards and Mercer (1987:9) put it, "the pupils are being inculcated 'into what becomes for them a shared discourse with the teacher (discourse in the broadest sense, including concepts and terminology as well as dialogue). As such, it falls neatly into the sort of educational process defined by Vygotsky ZPD, in which pupils' knowledge is aided and 'scaffolded' by the teacher's questions, clues and prompts" (Edwards and Mercer, 1987:9, p.194). Denvir (1989) links the constructivist view of learning to the work of Piaget, where children are seen as architects of their own learning. An important point is made by Edwards & Mercer (1987:9) who refer to how children construct their own knowledge, i.e. through their own thought and experience.

An alternative methodology (McCarthy & Carter, 1995) that seems to serve well the ends of the constructivist model is the so-called 'three Is' methodology. Among the three 'Is' (illustration, interaction and induction), the second one, interaction is closely linked to the Neo-Vygotskian concept of scaffolding (Bruner, 1978), which means the assistance needed to move the learners into and through their ZPDs. Through teacher scaffolding the learners are introduced to discourse-based activities, which deeply involve interpersonal uses of language and the negotiation of meanings, aimed at a shared understanding of meaning (Edwards & Westgate, 1994).

Having reviewed literature on pedagogy, I will now attempt to apply it to my own research. The design I adopted has more features of the constructivist model than the transmission one. In fact I was not interested in a mere transfer of knowledge and skills from teacher to pupil. The underachievers I had in mind had learning potentialities, which had been ignored by their previous teachers. The scaffolding strategies I devised and implemented were informed by a constructivist view of learning, in which 'pupils' knowledge was aided and scaffolded by the teacher's questions, clues and prompts' (Edwards & Westgate, 1987:9, p.194). This was aimed at a shared understanding of meaning (Edwards & Westgate, 1994).

I conducted a small-study among three fellow English teachers from the school where I teach to find out which teaching model they saw themselves adopting in their teaching. Given its small sample, this study does not constitute per se contextual evidence. However, it was part of my exploration of the context, as it illustrated the variety of approaches in the school.

This study took the form of interviews. The answers were written by the teachers interviewed. I asked them whether they used a transmission or constructivist approach. It emerged from this study that they seem to use a mixture of approaches. Below I incorporate transcripts of the answers provided by the teachers.

First teacher- I employ an eclectic approach, where I attempt to compromise between what I consider to be the best about each method. The transmission model, when used exclusively does not fit into learning processes, meant to be eclectic, of the students.

Second teacher- I am more in favour of the second model. My subject is English, and I believe that the learners' participation is essential to their learning, as well as the improvement of their performances in English. The creativity also fosters the intellectual development of the learners, contributing to better learning.

Third teacher- It is all very well to say English is a language and therefore a vehicle for communication, and that pupils should be expected and encouraged to be active in their learning, etc. Let us be realistic. This is not what we have. We face kids who don't give a cent about our hopes and expectations as teachers and who, by ignoring our efforts daily, come to us knowing very little and caring to know even less. To these children, a text is just a bunch of words and only when I build my heart and explain how the Past Simple structure works, do they seem to understand. They fail to realize it was before their eyes in that simple text about the holidays, or in the questions I've just posed. They need the support of that sort, they need to be told precisely what to do, and are, generally, not participant in the building of their knowledge and developing of their skills.

While the microcosmos background of this study does not permit extrapolations from results, it showed that all the teachers interviewed were familiar with the two teaching models at hand and showed criticality towards their pros and cons.

In this chapter, I have presented the educational problem addressed in my research and justified its choice. I then identified my research question. I have provided information about the context for the research and introduced a number of ethical questions. Finally I discussed concepts and developmental sources that influenced the choice and development of my research, giving reasons for their insertion in this chapter. The next chapter sets out to discuss in depth conceptual elements that are at the heart of my research, linking these to my research question.



## **2 - LITERATURE REVIEW**

### **2.1 - Introduction**

This chapter is concerned with a critical overview of literature that I have found relevant to my research focus. It has been divided into five sections. The first one will deal with the conceptual and theoretical framework which underpin my study – a combination of aspects of Vygotsky's socio-cultural theory with contributions from the neo-Vygotskian school of thought. The second section will consider literature on classroom talk, the third one will focus on ESL learning, the fourth one will deal with context, discourse and ideology and the last one will deal with the nature of spoken English.

Vygotsky's work constituted the leitmotiv and the departure point for my research. The scaffolding contemplated in my research questions implies acting within their ZPDs. As I say in section 2.2.1, I assume that the target underachievers of my study have unexplored potentialities and that to move them out of their 'actual developmental levels' and have those potentialities achieved, they need assistance by a more competent partner, in this case the teacher. It is important to note that the concept of scaffolding (Bruner, 1978) has its origins in the work of Vygotsky, as has been acknowledged by several academics, for example Applebee (1986) and Mercer (1992). Gibbons (2002) makes this relation quite clear, by pointing out that scaffolding is future-oriented, drawing on Vygotsky's postulate: "What a child can do with support today, she or he can do alone tomorrow".

### **2.2 - Vygotskian and Neo-Vygotskian theories**

#### **2.2.1 - Vygotsky's theory of cognitive development**

- *The zone of proximal development*

The 'zone of proximal development' is Vygotsky's best known concept. He explained its implications for child development by considering the idea of the 'actual developmental level', a vital instrument for the determination of a child's developmental level at the time. The 'actual developmental level' is the mental state of the child at a particular moment, estimated through independent problem solving. However, Vygotsky (1978) considers this an insufficient indication of development, arguing that it is not an accurate measurement of the child's capacities, since it is always possible to stretch children's capacities and bring them to further development. Vygotsky then propounds his concept of the 'zone of

proximal development' to fill that gap. He defines this as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p.86). Thus, basically what Vygotsky concluded was that a child can do more when assisted. Vygotsky's application of the ZPD to the plane of mental functions seems to elucidate the processes triggered by it. He writes about 'ripe' and 'ripening' functions (Vygotsky, 1962a). Unlike the 'ripe' functions, the 'ripening' ones are not yet fully grown; to reach maturity, they need help.

The implications of the ZPD (a concept that has since been critically discussed) for the child's development and learning by extension, are enormous. It showed that what children can do with the assistance of others might be in some sense even more indicative of their mental development than what they can do alone. And this is so because "what a child can do with assistance today she will be able to do by herself tomorrow" (Vygotsky, 1978, p.87).

Vygotsky's main concept had a fundamental influence on the focus of my research. Teacher-mediated attempts to foster the speaking skills by underachieving students imply pushing the limits of their ZPDs. I assume that the students have potentialities, eg vocabulary power, that have not been explored. To move them out of their 'actual developmental levels' and have those potentialities maximized they need assistance from a more competent partner, the teacher in this case.

#### • *Mediation*

Mediation (Vygotsky, 1978) is an integral part of the ZPD. It consists of the assistance needed to move the learner into and through his/her ZPD. Vygotsky (1978) considers two types of mediation: tools and signs. Besides their mediating function, tools and signs are both used for purposeful activity. Vygotsky's distinction between tool and signs is based on contrasting features. A tool is described by him as being externally oriented, an artificial or self-generated stimulus, a vehicle of change and a means by which human external activity serves the purpose of mastering and triumphing over nature. Examples of tools are machines, gesture or music. In contrast to a tool, a sign is internally oriented, does not lead to changes in objects and it is a means of internal activity aimed at mastering oneself. Vygotsky (1978) points out that these concepts involve some fuzziness and adds that there have been attempts to equate a sign with a tool. But his consideration of psychological tools seems to militate against his own distinction between those concepts. If psychological tools are, as he claims 'devices for mastering mental processes' (Vygotsky, 1960; 1981), are they not then internally oriented and an internal activity aimed at mastering oneself, like signs? Vygotsky's words add to the strength of my argument. He gave the following examples of psychological tools: 'language; various systems for counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes; diagrams, maps and mechanical drawings; all sorts of conventional signs' (Vygotsky, 1960/1981, pp.136-137). It could then be argued that language is both a psychological tool and functions internally as a sign. In contrast to psychological tools, technical tools, described by Vygotsky (1978) as devices used to change objects in the environment seem to serve better his aim of demarcating the boundaries between signs and tools.

Language is one of the examples of psychological tools given by Vygotsky. This means of mediation is of fundamental relevance to his work. The direction of development defended



by Vygotsky attests to this. Inner speech and inner thought result from internalisation of external speech. Vygotsky (1978) considered language the social means of thought. Vygotsky points out that mediation is indispensable for the mastering of the higher psychological functions, in stark contrast to their counterparts (the elementary ones). The higher functions have socio-cultural roots whereas the elementary are of biological origin (Vygotsky, 1978). The socio-cultural origins of the higher psychological functions fall within a driving force of Vygotsky's thinking: the centrality of the social context as an agent of child development. In fact it is through the mediation of others that the child undertakes activities.

The concept of mediation has been widely discussed in the general sociocultural theory as well as in sociocultural theory in L2 contexts. Lantolf and Poehner (2008) claim that sociocultural theory is based on a dialectic rather than a dualistic reductionist approach to the relationship between humans and the world. According to this view mind and body are not separate entities but interact with each other to constitute a single object. Lantolf and Poehner maintain that Vygotsky's proposal of a dialectic between our biologically endowed minds and our culturally created symbolic artifacts and activities follows that line of reasoning. And it is through mediation that biology and culture interact to give rise to human consciousness. Through culture humans develop the capacity to control their cognitive activity, rather than being controlled by their biologically endowed minds. Clark (1998) invokes Vygotsky's work to defend a 'supracommunicative' view of language, where speaking is implied in the thought process, rather than merely being of its expression.

Van Lier (2000) makes important points about learner agency in the mediation process. He emphasizes the importance of promoting learners' active participation in their learning processes. It is argued that through agency the learners make links to their personal histories and to their future lives while engaging in purposeful activities. Van Lier (2000) concludes that it is important to design learning environments which promote the learners' participation and responsibility for their own development. I think this is in a similar line of reasoning with Newman's et al (1989) notion of 'negotiated scaffolding', involving negotiation between the more advanced partner and the learner, rather than donation of a prefabricated unchanging climbing-frame.

Scaffolding is an important aspect of mediation in teaching and learning in school. As my research question clearly indicates, this type of mediation plays a central role in my study. I am interested in fostering the speaking skills on the part of failing students through the mediation of teacher talk. Language therefore plays a role in the attainment of my research aims. Like Lantolf and Poehner, I reject a biological determinism of the learners I have in mind, I see them as capable of exercising mental activity, following the direction proposed by Vygotsky's : outer speech > inner thought. This process is made possible through teacher mediated talk.

### **2.2.2 - The Neo-Vygotskian concept of scaffolding**

Having reviewed some elements of Vygotsky's theory of learning, which are at the heart of my own argument, I now move on to another fundamental theoretical idea for my research. Many educational writers pay heed to Vygotsky's work, when considering the relationship between language and learning. However, despite its most remarkable implications for effective teaching, Vygotsky socio-cultural theory did not specifically focus on classroom education and did not contemplate a thorough analysis of classroom discourse. That is



where the neo-Vygotskian concept of scaffolding proved to be a successful complement. In the subsequent paragraphs I wish to discuss this concept and its importance as a mediator in teaching and learning in school.

Scaffolding was a metaphor first used by Wood, Bruner and Ross (1976). Bruner (1978:19) utilized this term to describe the specific help that is given to the learner within the zone of proximal development, to examine parent-child talk in the early years. He threw more light on this concept by explaining it as “the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring”. The same educationalist explains scaffolding as “the kind and quality of cognitive support which an adult can provide for a child’s learning” (Bruner, 1978:19, cited in Mercer and Fisher, 1992).

Mercer and Fisher (1992) warn against some simplistic interpretations of this concept, which might apply it to any kind of teacher’s help, followed by academic achievement. Against this facile reading, Maybin, Mercer and Stierer (1992) argue that this help needs to be contingent on enabling independent task solving, and getting the learner closer to the goal of autonomy. As they put it, “‘scaffolding’ is not just any assistance which helps a learner accomplish a task. It is help *which will enable a learner to accomplish a task which they would not have been quite able to manage on their own* and it is help *which will enable them to complete a task on their own*” (Maybin, Mercer, and Stierer, 1992, p.97). Common to these statements is the dependence of scaffolding on Bruner’s (1985) notion of ‘handover’, ie the removal of scaffolding and transfer of the activity to the learner, signalling his/her achievement of autonomy. But ‘handover’ is not entirely unproblematic. Edwards and Mercer (1987) invoke several factors that undermine educational processes, built on shared understanding and centered on the learner. Among these is the socialising function of education, in which the teacher exercises an excessive degree of control over discourse, activities and understandings.

A number of educationalists have focused on criteria for what counts as scaffolding. Below I describe some of these criteria with a view to build a framework for analysing the findings from my research.

Wood (1980) proposed two fundamental rules to govern effective instruction, which he called ‘*contingent control of learning*’. The first dictates that failure by the child to solve a task should be met by an increase in help or control and the second says that the help to the child should be relaxed, after successful performance. Wood et al (1976) put forward activities to scaffold the learner. These are *task induction*, *highlighting critical features* and *frustration control*. The first one consists of enlisting the learner’s interest in the task and was regarded by Wood as a ‘primary scaffolding task and a sine qua non to effective learning’. It was included by both Bliss et al (1994), in their ‘Taxonomy of potential scaffolding strategies’ and Bransford et al (1999) in “supporting structures”. One of the pillars of my study was the ‘task induction’ function of scaffolding, as I will discuss in more detail in Chapter 4. *Pausing* was also defended by Wood. He argued that pupils need more time to think about the questions they are asked and that, if teachers increase the answering time that will add to the frequency and quality of the pupil’s responses. Research by Gibbons (2002) also sees pausing as beneficial for the learner.

Edwards and Mercer (1987) provide a more substantial and detailed discussion of the process of scaffolding they observed in a British primary classroom. They describe the discourse strategies which are involved in scaffolding. *Shifts of intonation* fulfil a pedagogically relevant function, as they draw attention to important information (Edwards and Mercer, 1987); *careful, clear enunciation* is equally pedagogically relevant, as it



highlights teaching contents; these strategies seem to fit into the above mentioned on-task activity of highlighting critical features (Wood et al, 1976). Another discourse strategy proposed by Edwards & Mercer is *cued elicitation*. It consists of accompanying questions with clues to the information needed (Edwards and Mercer, 1987). All these strategies can take different forms, i.e. intonation, gestures or physical demonstrations. Edwards and Mercer (1987) highlight the pedagogic role played by these teaching strategies, substantiating the claim that to fully understand the process of classroom education it is necessary to examine non-verbal communication.

Edwards and Mercer (ibid) also argue that, at the heart of *cued elicitation* is the concept of an active learner, involved in the creation of joint knowledge, which links with Vygotsky's zone of proximal development. *Knowledge markers* (Mercer, 1995) are language forms commonly used by teachers to evaluate as right the pupil's response. Edwards and Westgate (1994) call them 'marker acts'. Examples of these discourse devices are 'Good!', 'Right!' and 'Well done!'. I think they are important, both in psychological and in pedagogical terms as they promote the learner's self-confidence and keep him/her on task. So they seem to fit into the 'supportive, holding strategies', inserted in a wider group ('management'), mentioned by Bliss et al (1994).

In addition to the elements of scaffolding discussed by Edwards and Mercer, further strategies have also been suggested by other researchers. *Backchannels* are proposed by Van Lier (1988). These are short utterances such as 'uhu', 'yeah' or 'hm', acting as turn lubricators which are 'typically demonstrations of approval, attention and understanding'. *Vertical scaffolding* (Cazden, 1983) involves the adult extending the child's language by asking further questions. Goodman, S., Lillis, T., Maybin, J. and Mercer, N. (2003) enunciate a number of dimensions and actions for describing how teachers and students enact the process of teaching and learning. Examples of these are: *reformulations, elaborations and/or recaps, cued v direct elicitations of information, explicitly linking to prior knowledge, modelling of desirable actions, and strategies and outcomes*. These are linked to the concept of 'guided participation', described as children's involvement in natural practices when adults model, guide and help regulate their performance so as to provide bridges from the old to the new and make the most of their potentialities. 'Guided participation' thus involves acting within the learners' ZPDs through scaffolding.

As stated in section 1.1 I am defining scaffolding for the purposes of my research as the support needed by the target failing students so as their speaking skills and their learning of spoken grammar structures can be fostered and shall focus on the specific strategies discussed above. These are used in my own analysis of the pilot study.

Like Edwards and Mercer (1987), I also see handover as problematic. My research interest is in making the most of the potentialities of thirteen/fourteen-year-old failing students. To have those potentialities stretched they need guidance, which in my study is provided by the teacher. This guidance will be made contingent on their learning. It was important that as a researcher I gained some knowledge of the performance characteristics of the scaffolded learners (Wood et al, 1976) as well their thinking and capabilities (Carpenter and Fennema, 1992). The teachers with whom I worked on my research were an important resource in relation to this information.

### 2.2.3-Scaffolding strategies emerging from my reading of the literature

The list included in this section was produced after the pre-session of the main study and puts together all the work undertaken in this field. I started with the definitions of



scaffolding in the literature, then refined and extended them in the light of the findings from the pilot and then added to the categories previously identified using the literature on spoken English and the data from the pre-session of the main study. This final version of scaffolding strategies, which was shown to the teacher in the training session of the main study built an analytical framework suitable for my research and other research in an ESL context. Representing a complex research process in chapters in a dissertation is not an easy task. There is always the risk that all the concomitant work developed and its outputs (an early version and a final one) may lead to overlapping and redundancy. At this stage it seems most useful to present the final and complete list of scaffolding strategies which I used in the main study.

- **Greeting form + vocative /greeting form/task induction-** 'greeting form + vocative' and 'greeting form' are referred by Biber et al (1999) in *Grammar of spoken and written English*. Instances of 'greeting forms' are 'Hi', 'Hello' and 'Good morning'. 'Task induction' belongs to prior activities to scaffolding the learner, as proposed by Wood et al (1976). This collapses together with 'recruitment', referred to by the same educationalists. 'Task induction' consists in enlisting the learner's interest in the task and was included by Bliss et al (1994) in 'supporting strategies'. These scaffolding strategies are an important feature of speech, as they enlist the learner's interest in the task and promote empathy among participants in conversation, thus playing a role in defining and maintaining social relationships. Wood et al (1986/1991) considers 'task induction' a primary scaffolding task and a sine qua non of effective learning. All these strategies link to my research interest of fostering the speaking skills of a group of underachievers in a range of simulated 'everyday' situations. In fact, falling within familiar everyday topics, they break the ice and help to create a relaxing atmosphere, which is propitious to speaking. The failing students whom my study addresses may have unexplored communicative skills and the use of these categories may have a positive psychological effect on them. These strategies may support or acknowledge the production of spoken English grammar. They encourage language marked by levels of intimacy, as well as an informal register and mitigation of asymmetrical power relationships.

- **Response forms/response forms fulfilling the form of assent/backchannels-** These analytic categories are among the elements of spoken English, referred to by Biber et al (1999), in *Grammar of spoken and written English*. The former are used as responses to previous comments by different speakers. They may take different forms, such as responses to questions through single words ('Yes' or 'No') or responses to directives ('Okay'). The second category is also referred by Biber et al (1999) in *Grammar of spoken and written English*. It was named 'backchannels' by Van Lier (1988). These respond to assertions through the use of interjections such as 'uh', 'huh', or 'mhm'. 'Okay' can also fulfil the pragmatic function of assent. These categories perform different functions i.e. approval, disapproval, attention or understanding. The interjections listed in the left hand side column act as turn lubricators. Van Lier (1988) points out that they may facilitate the turn's development, and may boost the duration of the learners' speeches. As such they serve my research interest of fostering speaking.

- **Knowledge markers/discourse markers/empathy markers-** 'Knowledge markers' are among the discourse strategies, listed by Edwards and Mercer (1987). Biber et al (1999) designate them as 'discourse markers'. They are equally referred to by Van Lier (1988), under the designation of 'empathy markers'. Edwards and Westgate (1994) call them 'marker acts'. Instances of these are 'Good', 'Right', 'Well done!' or 'Wow!'. These are



language forms commonly used by teachers to evaluate as right the pupils' responses. They represent positive feedback to the students, as they signal an interactive relationship between speaker and hearer, promoting the learners' self-confidence and encouraging them to talk. As such they fit into the 'supportive, holding strategies', mentioned by Bliss et al (1994). The failing students I have in mind may have been discriminated against by their teachers and have developed a negative attitude towards the target language. So rewarding positive contributions with a word of praise may have a positive impact on their low self-esteem and keep them talking, which involves social interaction, thus facilitating learning.

- **Extended wait-time/increased wait-time/ extended pauses after asking a question-** These are proposed by Walsh (2002), Gibbons (2002) and Wood (1980), respectively. They consist in increasing the time you wait for the learner to respond. Wood (1986,1991) argues that pupils usually need more time to think about their answers to teacher questions than is normally allowed, and that, when they are helped to extend these pauses (from one to three seconds), the frequency and level of student response increase. Gibbons (2002) points out that, if you allow sufficient time for learners to think about what they are saying and, thus how they are saying it a big difference will be made to how much students say. Walsh (2002) argues that extended wait-time not only increases the number of learner responses, it frequently results in more complex answers and leads to an increase in learner-learner interaction. This strategy is aimed at keeping the students talking. As such it supports the production of spoken English grammar.

- **Careful clear enunciation-** This strategy is included in the discourse devices listed by Edwards & Mercer (1987), aimed at marking knowledge as significant and joint. Clifton (2006) describes it as marking a word or expression by stressing it. This teaching strategy is pedagogically relevant, as it highlights teaching contents. It fits into 'on task activities' to scaffold the learner, as proposed by Wood et al (1976). Edwards & Mercer (1987) claim that shifts of intonation serve pedagogic functions by highlighting important information, and that shifts in the rate and loudness of speech generally occur at boundaries of shifts of pedagogic significance. The same authors also point out that the choice of slow, deliberate enunciation, or of faster and quieter speech can be determined by the content of what is said, and its pedagogic function. Also important curriculum-oriented content can be given prominence with careful clear enunciation. This strategy allows the learner more time to plan and rethink. It provides a clearer model for their speech.

- **Vertical scaffolding-** This scaffolding strategy was proposed by Cazden (1983) and is also referred to by Edwards & Westgate (1994). Cazden describes it as 'the adult extending the child's language by asking further questions'. Edwards & Westgate explain it as the teacher reacting to extend the level of participation. This is done by amplifying a contribution, either through questions or a statement. This discourse device extends the learner's linguistic output, as it gives him/her the opportunity of holding the floor for longer and developing topic. As such it meets my research interest of fostering speaking on the part of underachievers. This strategy supports the production of spoken English grammar. It keeps the learner talking and allows for repair strategies such as the use of hesitators and false starters.

- **Cued elicitation-** This frequently used teaching strategy is described by Edwards & Mercer (1987) as an IRF type of discourse in which the teacher asks questions while simultaneously providing strong clues to the information required. This simultaneous provision of information may be achieved merely by the wording of the question, but it is



often accomplished via other communicative channels such as intonation, pausing, gestures or physical demonstrations. Candlin and Mercer (2001) explain 'cued elicitation' as a way of drawing out from learners the information they are seeking- the 'right' answers to their questions- by providing visual clues and verbal hints as to what answer is required. Edwards & Mercer (1987) highlight the pedagogic role played by this teaching strategy, for a number of reasons. It shows that there are alternative channels to classroom talk and discourse structures. Also at its heart is the notion of knowledge constructed as a collaborative enterprise, in which pupils actively participate in their learning processes, under the aid and scaffolding of the teacher. For those reasons 'cued elicitation' links with Vygotsky's zone of proximal development. This strategy may be very beneficial to my research aim of fostering speaking. If the teacher accompanies questions with clues, either verbal or visual, this may lead to successful responses to questions the learners had been incapable of answering, through direct elicitation. 'Cued elicitation' is aimed at keeping the students talking; it may acknowledge or support the production of spoken English grammar. It also provides a model via the cues that are provided.

- **Checking for confirmation-** This discourse strategy is included in the patterns of communication to facilitate students' opportunities to participate, which are put forward by Walsh (2002). It involves the teacher seeking clarification or encouraging reformulation. Walsh (2002) argues that this will lead to greater involvement and precision of language on the part of the learners, thus maximizing learning potential. Van Lier (1988), referring to the multiple pedagogic functions, which can be accomplished by the IRF format, the essential teaching exchange, places at its cognitively most demanding end the function of 'precision'. He explains it by referring to the instances where the students must be articulate and precise and are pushed by successive probing questions, to clarify, substantiate, or illustrate some point that they made previously. Linking 'checking for confirmation' to my research, it may perform the important function of scrutinizing the learner's perceptions in order to ascertain if he/she understood a question, rather than guessing its answer. This will be a way of finding out if teacher and learner arrived at a shared understanding of meaning.

- **Reformulations/ recaps/reconstructive paraphrases/elaborations-** Reformulations, recaps and elaborations are referred by Mercer (1995), Candlin & Mercer (2001) and Edwards & Mercer (1987). Through these technique the teacher tries to recast a contribution or explanation from the pupils in a more acceptable form, more explicit, or couched in a preferred terminology, thus offering the class a revised, tidied-up version of what was said. A reformulation can also serve the purpose of responding to a failure of answering a question, by recasting it into a more accessible language, made contingent to the language level of the pupil. Through paraphrasing what the pupils said, teachers are able to redefine things as neater, nicer and closer to the intended lesson plan (Edwards & Mercer, 1987). Candlin and Mercer (2001) argue that through paraphrasing or reformulation, teachers sustain dialogues with their students, using what they say as the basis for what they say next. They add that offering the class a revised, tidied-up version of what was said fits in better with the point that the teacher wishes to make or the form of responses being sought. A reformulation can also be a way of making the learner arrive at a correct answer and of repairing a breakdown in communication. If it is crowned with success, it will keep the learner talking, thus meeting my research interest, and being conducive to the production of forms of English closer to the spoken mode.

- **Framing devices-** Framing devices consist in the use of linguistic devices signalling a forward reference to discourse coming after. Examples of these are: “ Now then...” or “Let’s talk about...”. They prepare the learner for a change of topic. Without ‘framing devices’ a dialogue would sound like an interrogation. This strategy thus makes classroom discourse closer to naturally occurring conversation, and acknowledges or supports the production of spoken English grammar.
- **Modelling-** Bliss, Askew and Macrae (1994) explain this as the demonstration of something by teachers so that pupils can imitate their behaviour. ‘Modelling’ can also be accomplished through peer scaffolding. Tharp and Gallimore (1988a) propose ‘modelling’ as one of the three major mechanisms for cognitively assisting learners through the ZPD, which can later become meta-cognitive strategies for learners to control their own learning. The underachievers my research is addressed at may reach a desirable outcome through this strategy, which can be an effective alternative to direct elicitations. ‘Modelling’ allows the learner more time to plan and think and it may be used as a guiding aim to keep him/her talking.
- **Latched modelling-** This strategy is proposed by Walsh (2002). It consists of the teacher modelling the learner’s performance by repeating a correct utterance or statement made by the learner. Walsh (2002) includes ‘latched modelling’ in patterns of communication which can facilitate students’ opportunities to participate. He distinguishes between ‘latched modelling’, to acknowledge as right or acceptable a learner’s contribution and ‘latching’, used to fill in the gaps, smoothing over the discourse in order to advance the discussion. The former promotes oral fluency, by encouraging the student to go ahead, while the latter may deny learning opportunities. ‘Latched modelling’ thus serves my research interest in stretching the learners’ linguistic outputs. It is meant to provide positive feedback and keep the learner talking.
- **Content feedback-** This strategy is also included in the features of teacher’s use which facilitate learner involvement, as proposed by Walsh (2002). It consists in providing a personal reaction to comments made by learners. Making personal comments incorporates features of conversational language, which resemble utterances found in the ‘real world’. Appropriate use of conversational language creates an atmosphere, which is conducive to learning and is likely to promote learner involvement. Given my stated aim of providing oral fluency practice, the use of conversational language seems to be appropriate to my pedagogic purpose. In fact, it models appropriate spoken language.

### 2.3- Research on classroom talk

Classroom talk comes under scrutiny in my study. In the following paragraphs I will review research on this topic, with a particular focus on the IRF mechanism and teacher’s questions, and discuss their implications for my study.

Teacher-led discourse, the variety that interests me is viewed by Edwards and Westgate (1994) as dominating in most classrooms. Characteristic patterns of this type of talk are the prerogative of the teachers to set the agenda, to initiate the dialogue, to hold the floor, to dismiss contributions considered inappropriate and to evaluate the pupils’ exchanges (ibid). Teacher-led discourse therefore involves asymmetrical power relations embodied by superiors (the teachers) and subordinates (the pupils). After arguing that these features are



not an exclusive attribute of classroom discourse, Edwards and Westgate (1994) maintain that the prime difference between classroom talk and ordinary conversation lies in the number of participants in the interaction, and its reflection of power positions. The small number of participants in an ordinary conversation enables interruptions whereas in classroom talk they are not usually tolerated.

The reader might make a request for clarification- should teacher-led discourse be equated with the transmission model of teaching? To answer this I shall be considering two reference points- the theorists' ideas and my research interest. This suggests two answers. While Edwards and Westgate acknowledge disparities between teacher and pupil, in terms of initiatives and prerogatives, they do not see all teacher-led discourse as pedagogically wrong. At one point they write: "Our own argument is not that teacher-led and teacher-managed exploration of ideas should be avoided, for they have their place and may be managed with great skill" (Edwards and Westgate, 1994, p.52). And further down they draw on research by Galton and Simon: "Thus the final composite profile of such a teacher remains at a frustratingly high level of generality, not because it is summarizing earlier, more precise accounts, but because the information on which it is based is itself too removed from the fine details of interaction" (Galton and Simon, 1980, p.199). My research interest is relevant here. The underachievers I had in mind may have unexplored potentialities and/or poor communicative skills. Therefore they needed leadership to have their potentialities maximised and their learning fostered. The scaffolding they have been provided with was teacher-led, since the teachers set the agenda, initiated the dialogues and kept them within preestablished learning objectives.

Teacher's questions and their underlying mechanism, called IRF (Initiation, response, feedback) by Sinclair and Coulthard (1975) and IRE (Initiation, response, evaluation) by Mehan (1979) have been extensively debated. Some criticize excessive use of teacher's questioning for focusing too much on testing rather than teaching. Research by Edwards and Westgate (1994) deconstruct these three part structures as aimed at testing and evaluating knowledge rather than eliciting new information, in the fashion of 'real' questions. McHoul comments on the IRF that the student is disempowered through this mechanism. And this is so because the teacher chooses the topics and controls them. Besides, the access to the third turn in the sequence depends on the teacher's evaluation of the student's answer (McHoul, 1978). But, against these negative views, there are also some who claim that the typical exchange can be favourable to more dialogic interactions. Research by Van Lier (1996) on IRF mechanisms in ESL contexts raises the question of how to turn teacher-student dialogue informed by this teaching exchange into a more dialogic interaction and an input for learning, which links with issues discussed in section 2.3. He argues that the IRF structure can accomplish pedagogical functions like cognition and precision, envisaged by him as "a way of scaffolding instruction, a way of developing cognitive structures in the zone of proximal development". This is achieved through *contingency*. This consists in the relationship between utterances either directly or through shared knowledge or the shared world of the participants. *Contingency* is favourable to negotiation and the joint construction of talk. Van Lier (1996) writes: "In conversation every utterance sets up expectations for what will be said next. Utterances in conversation are thus, at the same time, predicted and predicting; in this way the interactants' mutual engagement (what Rommetveit (1974) calls intersubjectivity) is achieved and maintained." (Van Lier, 1996, cited in Candlin and Mercer, 2001, p.99).

Similarly Mercer (2001), referring to the teaching of English, both as first and second language draws on empirical evidence to claim that IRF exchanges can serve educational



functions such as to respond to what learners say and to describe significant aspects of shared experience, therefore going beyond the traditional assessment of the adequacy of the learner's output. Rojas-Drummond and Mercer (2003) draw on research by Alexander (2001) to argue that the IRF exchange mechanism does not only serve to test knowledge and evaluate but can also lead children to explain their thinking and reasons for their views. And research by Jonathan Clifton (2006) demonstrates that teacher-initiated dialogues can lead to 'facilitator talk'. This breaks from the traditional IRF pattern, in certain ways. It provides feedback that supports the learner, encourages him/her to hold the floor and increase his/her linguistic output, thus going beyond the evaluative paradigm, where the instructor merely assesses the adequacy of the learner's output.

Before relating this discussion to my research, I wish to add some considerations of one pedagogically relevant question raised by it. This has to do with the control exercised by the teacher and the demarcation of its boundaries in relation to scaffolding.

Edwards & Mercer (1987) argue that even *spontaneous contributions* made by the pupils may involve teacher control. Vygotsky's disregard of the regulation of the pedagogic practices of schooling and instruction may have (indirectly) contributed to the fuzziness involving the concepts of control and scaffolding. That omission in Vygotsky's work gave rise to multiple models of the original definition of the ZPD. Newman et al (1989), for example distinguished between "scaffolding", seen as an exercise of control over the scaffolded and "negotiated scaffolding", informed by a dialectical two-sided relationship between assisted and assisted, involving a lower degree of control.

I shall now discuss the adaptability of the above described ideas to my research interest.

The verbal interactions I envisage for my study are teacher-led, as it is the teacher who initiates the dialogue, sets the agenda and keeps it within preestablished objectives. However these forms of control over those assisted serve my research questions well. The rights assumed by the teacher to choose and keep control of everyday topics and to initiate the verbal encounters have the potential for fostering the speaking skills of the researched failing students, therefore facilitating learning.

My stance regarding teacher's questions evolved from a radical rejection to a more dialectical position. In the subsequent paragraph I wish to explain my researcher interest in this typical feature of classroom talk.

Because my interest is in improving the performance of underachievers in a second language, it is important to attend to the specific context where the teaching-learning sessions take place. This consideration raises several questions. The first one has to do with the topics chosen, the second is related to the language level of the target learners, and the third refers to the idiosyncrasies of their mother language and their possible repercussions on their learning of the target language. The learners my research is addressing are in their fourth year of learning English as a second language. This fact, combined with undeveloped communicative skills and limited vocabulary powers seems to be favourable to the asking of factual questions. This type of question is recurring in conversation involving everyday life, the focus of my study. Without wanting to be patronizing, I would argue that more cognitively challenging questions such as 'why questions' imply linguistic demands too high for the underachievers envisaged in my research. Factual questions better serve the purpose of facilitating talk. But factors involving the peculiarities of Portuguese, the native language of the students also intervene, in defence of the pedagogical potentialities of teacher's questions for my study. Among these factors are some 'How questions', which are normally included by English teachers as well as the so-



called 'Wh questions' in their teaching. Examples of these are 'how old?', 'how often?', 'how far?', 'how long?', 'how many?' and 'how much?'. They are of undeniable importance for communication, in particular in the 'simulated everyday' situations, contemplated in my study. Yet, while they are quite comprehensible to English speakers, they are alien to the structuring that governs factual questions of this type in our tongue. In Portuguese, as in Spanish, we use the interrogative pronoun 'qual' ('cual' in Spanish), which means *what/which*, to express age, frequency, distance, length and quantity, followed by the nouns standing for these categories. We do not use the equivalent to the English interrogative adverb 'how' in these verbal contexts, as it expresses way or manner. It logically follows that the English signifiers 'how old', for instance, literally translated into Portuguese, would signify manner of age, which leads to a hindrance to communication. This conjuncture demands the investment in the practice of these language structures in order to come to a 'shared understanding of meaning' (Edwards and Mercer, 1987), even though that involves the asking of known-answer questions.

As well as teacher's questions, the mechanisms, seen by Young (1984), Mehan (1979), Burton (1980), Romaine, (1984) and Cazden (1988) as governing them (Initiation, response, feedback or Initiation, response, evaluation) apply to my research. The failing students need encouragement, so evaluating valid contributions as right may be gratifying for them and keep them going. Knowledge markers (Mercer, 1995) like 'Well done!' or 'Good!' have a positive psychological effect on the learners, in particular failing learners. This is in line with Krashen's (1991) affective filter hypothesis, which stresses the role played by "affect" on the second language acquisition. This will receive further attention in chapter 2, section 3.2.3.1. The students I mentioned in section 1, whose potentialities were overlooked by their teachers, may feel discriminated against and consequently develop a negative attitude toward the target language. Research by Harper and de Jong (2004) acknowledge the influence of affective sociocultural factors on second language acquisition. Encouragement and support to underachievers may thus have a positive effect on their low self-esteem and pave the way to learning. My consideration of affective factors in the construction of underachievement does not question the importance of social aspects. These have a place of their own. They receive my attention in chapter 3, section 3.2.3.1, where I incorporate a discussion of the social construction of underachievement. As I suggested above, 'control' is a fuzzy term and there are situations where it may be a little difficult to distinguish it from scaffolding. It is also possible that cases of a suitably directive type of control may be confounded with authoritarianism and/or repression. I will provide an example of this within the account of my pilot research. The teacher's non-acceptance of a monosyllabic reply given by the learner should not be seen necessarily as a manifestation of authoritarianism, but rather as an attempt to explore speaking potentialities, thus serving my research question of fostering speaking skills (assuming the learner understands this is the purpose). It is beneficial scaffolding if it facilitates learning.

## **2.4 – Research on teacher-student dialogue in ESL classrooms**

In this section I wish to raise some points from research in ESL classrooms, the specific context of my study. The primacy achieved by the English language in the contemporary international arena is no longer distinguished by the number of its native speakers, but rather by the number of ESL speakers. ESL speakers nowadays outnumber native speakers (Graddol, 1999). This fact creates new challenges for ESL teachers, in non-English



speaking contexts, the area that meets my research interest. While there are certainly points of similarity between research in the mainstream and investigation of ESL learning in non-English speaking contexts, it seemed appropriate here to present arguments for new ways of researching and conceptualising second language learning in non-English speaking settings.

Lantolf (2000) deals with two fundamental concepts of a sociocultural theory of mind: mediation and activity theory. Additionally, he explores, in several ways, their implications for second language learning and teaching.

After highlighting a mediated mind as the most important concept in Vygotskian theory, Lantolf refers to research by Leontiev (1978), who complements Vygotsky's proposal of the word, as the unit of analysis for the study of mediated mind with *tool-mediated goal-directed action*. This perspective leads to activity theory, the overall theoretical framework, which informs sociocultural research. Again Leontiev expands Vygotsky's work, since the formulation of his theory of activity integrates action with the motives behind it, its goal and the temporal conditions, where that action is carried out. As it is noted by Daniels (2001) Leontiev's work on activity involved an elaboration of the notions of object and goal and the prominent role played by the object in an analysis of motivation. Leontiev (1978) claimed that the main thing which distinguishes one activity from another is the difference of their objects. The shifting and developing object of an activity is related to a motive which drives it. Action, either individual or collective is driven by a conscious goal. The inference is that to understand action it is necessary to attend to the motive that drives it and its goal. Activity theory thus involves intentional, meaningful and purposeful action. According to Lantolf, an important implication of activity theory for classroom settings is that, "students with different motives often have different goals as the object of their actions, despite the intentions of the teacher". Thus, the ways individual learners interact with a task is the best guarantee of their successful learning.

Unlike some researchers who hold that the ZPD is largely construed by transmission of an ability to a novice by an expert, Lantolf argues that the key to an operative ZPD, as Vygotsky conceived resides in *imitation*. According to this view, the task of the novice is to transform what is offered to him/her, rather than copying a model offered by the expert. *Imitation*, thus permits the learners to extend beyond what they could do unaided, into their ZPD.

In addition to the points referred to above, Lantolf highlights that, rather than constructing abstract models, sociocultural research should observe and interpret human activity in the flux of life and with attention to context.

In addition to Lantolf, other researchers have dealt with perspectives on language learning grounded in the principles of sociocultural theory. For example, Ohta (2009) points out that the assistance offered to the learner should be developmentally sensitive to his/her growing capacity to use the language needed to accomplish a specific task. This seems to be along the same line of reasoning of the point made by Wood (1980) on 'contingent control of learning'. Kramsch (2009) discusses the ways in which second language learners experience, to some degree new identities through the mediational means of a new language. She borrows from Bakhtin's (1981) concept of dialogism. *Dialogism* not only emphasizes the significance of interaction and context, but crucially points out that structure cannot be separated from language use.

Van Lier (2000) presents arguments for an ecological approach to language learning. From an ecological perspective, the perceptual and social activity of the learner, involving a number of semiotic channels, that largely outrun linguistic elements, are of fundamental importance to an understanding of learning. Among these channels are place, time, gesture,



drawings, goals, motives and power relations. These channels are all interconnected, hence it is necessary to look at all of them in integration rather than in isolation to fully make sense of the meaning-making process. It is through immersion in an environment populated by all these elements that the learner engages in the meaning-making process. To understand learning requires a scrutiny of the active learner in his/her environment, rather than a look at the contents of his/her brain. It is important to note that underpinning the ecological approach is an active learner, who makes the most of the opportunities and resources for meaningful action afforded by a learning environment. This involves a strong rejection of the input-output metaphor of learning and cognition, in which the learner is viewed as an empty vessel to take in input. Van Lier points out that learners are not empty vessels that reverberate harmoniously with the environment. Cognition and learning rely on both representational processes, involving schematic, historical and cultural factors and ecological ones (perceptual, emergent, action-based) (Van Lier, 2000, cited in Lantolf, 2000, p.247). The emphasis given to the meaning-making process leads to the prominent pedagogical value of negotiation for meaning, which is highly indicative of learning processes at work. Among the strategies mediating between the negotiation of meaning and meaning-making, repair negotiation assumes particular importance. Van Lier links his ecological perspective on learning with Vygotsky's zone of proximal development, since in the classroom ecosystem learners with support from the teacher and peers must assume control of their own participatory activities.

To sum up, the ecological perspective offers a methodology that has great potentialities for investigating contextualized learning, informed by the notions of person, process, context, time and outcome, which involves interpersonal relationships and interaction with an environment, made up by a large number of elements. This is in line with Gee's (1999) "Discourses" with a big "D" and Mercer's notion of a shared understanding of meaning (Edwards and Mercer, 1987).

Having presented views expressed by some researchers related to sociocultural theory, I now wish to discuss their implications for my research interest. The choice I have made of what are intended to be simulated 'everyday situations', explicitly mentioned and exemplified in my research question as well as the link to the learners previous experiences made the interactions purposeful and meaningful. But it is also important to acknowledge that students have different motives. The teacher I worked with in the pilot took account of it when she asked Filipe questions related to football (Pilot Appendix 3B, pp.1-2, lines 24-25, 27-28, 30-31, 32-33). And the same applies to the main study, where the teacher also asked the boys questions about football (Main Study Appendix 4B, p.1, lines 32-34, 39-40; Main Study Appendix 5B, p.3, lines 101-103, 105-106, 108-109). Van Lier's ecological approach to language learning also applies to my research. My analysis of the findings from the classroom studies attempted to scrutinize the learners' perceptions and examine the effects of power relations on the interactions. The notion of an active learner underpinning the ecological approach to language learning adds to my own argument about scaffolding strategies changing the teacher-learner relationship, and the empowering effects of shifting from a transmission to a social constructivist pedagogy (see section 1.6).

Further points about ESL learning are made by Harper and de Jong (2004). In one analysis of misconceptions about teaching English as a second language to students who speak a language other than English at home Harper and de Jong (2004) consider the influence on the acquisition of the foreign language of factors like the learners' attitudes toward the foreign language, culture shock or response to discriminatory language practised in school.



Harper and de Jong (2004) also refer to the common mistake of attributing frequent errors made by learners to lack of ability or motivation, rather than seeing them as developmental or resulting from the interference of the mother language or idiosyncratic aspects of the target language. I share the view expressed by Harper and de Jong (2004) that, attitudes toward the foreign language or/and response to discriminatory language, in the sense of some learners receiving more attention and input from their teachers, influence their learning. The scaffolding strategy called by Wood et al *frustration control*, which I have included in my criteria for what counts as scaffolding is intended to reduce anxiety and the affective variable 'self-confidence' (Krashen, 1991) fits into the role played by *knowledge markers* in promoting the learner's self-confidence. As noted in subsection 3.2.3.2, Sara, one of the focus learners in the pilot avoided learning. And, as referred to in section 3.3.3.5, Helderísio, the learner from Cape Verde, in the main study confided to me that the teacher did not give him the attention he needed.

Gibbons (2002) draws on research by Allen, Swain, Harley, and Cummins (1990) that considers language "output" by the students themselves crucial for language development. Swain (1995) argues that it is when you struggle to make yourself understood in another language that real learning takes place. But in contexts where the pupil's first tongue is different from the target language code-switching may be advisable (Mercer, 2001). It is known that talk flows very fast and teachers have to make speedy decisions to secure communication with non-native speakers of English. There are situations where verbal resources in the target language or the use of non-verbal communication may not permit a shared understanding of meaning. In this event the use of the mother language may be an efficient pedagogic strategy that avoids breakdowns in communication.

## **2.5- Context, discourse and ideology**

Vygotskian and neo-Vygotskian work did not pay heed to the important role played by context in capturing the complexity and the hidden mechanisms involved in classroom talk and its analysis. As noted by Daniels (2001), "Context, however defined, remained under-theorised and its effects remained under-researched" (Daniels, 2001, page 7). It should be remembered that Vygotsky was a developmental psychologist, rather than a social-linguist.

This section draws on a range of theoretical backgrounds related to this issue. I first review notions of context. I then consider context-sensitive teaching methodologies. Gee's approach to discourse analysis deserves a special reference here. His consideration of ideological questions involved in discourse helped to build the analytical framework I will use to discuss the findings from the classroom studies I conducted.

According to Mercer (1995) context includes all the factors that contribute to the meaning of talk. It is possible to see affinities between this wide-ranging view of context and Gee's definition of the context of an utterance as "everything in the material, mental, personal, interactional, social, institutional, cultural and historical situation in which the utterance was made" (Gee, 1999, p.12). Edwards & Westgate (1994) consider three kinds of context, i.e. the 'verbal context', the 'context of the situation' and the 'context created by the talk'. The 'verbal context' is defined as the location of words or linguistic items among other words (Edwards & Westgate, 1994). The 'context of the situation' includes the total setting that can affect the sense made of a particular utterance. The 'context created by the talk' is that which arises when the participants engage in a process of developing a shared



understanding of meaning. Thus, the view is apparent here that context largely transcends linguistic elements.

Having summarised notions of context held by some researchers, I now wish to look at recent research on context-sensitive teaching methodologies. In section 1.3 I made a reference to the communicative approach to the teaching of foreign languages. While this certainly influenced the design of my research question and the fieldwork undertaken, it is not sufficient to capture the complexity and the hidden mechanisms involved in classroom talk and its analysis. It is all very well to say that English is a major vehicle of communication all over the world and to include communicative tasks in the textbooks. However one may question the efficiency of this orientation in terms of fostering communicative skills and speaking. My contention is at two interrelated levels. Firstly, I would suggest that the communicative approach to language teaching targets learning at an idealized learner (a middle-achiever), in disregard of the particular needs of particular students. Secondly, I want to raise questions about the practices adopted: designing objectives, and then using methodologies aimed at attaining these. Bax (2003) looks critically at the trend to place CLT (communicative language teaching) as the central paradigm in language teaching. Against this he offers the alternative of a context-sensitive approach, i.e. one that attends to the learning needs, styles, and strategies of individual students as well as local conditions and the cultural context, in which the learning situation takes place. Bax (2003) points out that "CLT's main focus is on communication in various ways, perhaps as a pedagogical aim, perhaps as a means towards an aim, perhaps as both means and aim" (Bax, 2003, p.280). He argues that CLT stands for *Communicative Language Teaching*, not *Communicative Language Learning*. It is known that teaching does not necessarily lead to actual learning.

I agree with Bax that CLT is insufficient to deal with a varied classroom, in the sense of involving multiple learning needs, wants, styles and strategies, and local contextual particularities.

Research by Leung (2005) has some commonalities with Bax's views. He argues that, in order to make English language teaching at one with language-in-use it is vital to take account of the socio-cultural context in which the language is embedded. He draws on research on recontextualising communicative competence, citing Canale (1983, 1984) and Swain (1980 a, b) who defined four areas of knowledge that considerably widened its scope: *grammatical competence*, *socio-linguistic competence*, *discourse competence* and *strategic competence*.

While Leung acknowledges that this formulation of communicative competence was challenging for embracing multiple dimensions in language teaching, he identifies some weaknesses and shows ways of overcoming them. A criticism levelled against it has to do with the emphasis it gives to curriculum development. Leung argues that curriculum developers designed the language contents in terms of normative decontextualised contents, defined against idealized language to be used by typified idealized native-speakers. Against this he draws on research by Yalden (1983) that offers alternative components of a communicative syllabus. Among these are consideration of the purposes for which the learners wish to acquire the target language and some idea of the setting in which the learners will want to use the target language. As noted above noted, Leung criticises a curriculum policy built on the perspective of an imagined or idealized native speaker of English. This comes under criticism for a number of reasons, among which I would highlight the fact that standard English is used by an elite, and that learners of



English, who are speakers of other languages are not necessarily learning it to interact with native speakers of English.

As previously stated, my research interest is not in error-free performances, hence grammar mistakes, which do not stop a hearer from understanding the message from the speaker, or from making himself/herself understood, will not be highlighted. In my research I am interested in discourse competence, in how sentences and utterances are linked coherently with cohesion ties so as they make sense to their interlocutors/receivers and enable the speaker and listener to arrive at a shared understanding of meaning. An example of strategic competence is deliberately slow and soft speech.

Native-speakerness is not among my research priorities but this issue is relevant to my research. Its target learners were non-native speakers of English. It is important to contextualise their ways of learning English. Our students, when asked their names usually incorporate in the answers the phrase: "My name is". They also frequently make grammar mistakes which result from drawing on a range of sociolinguistic first language resources. An example of this is the omission of the subject personal pronoun "it" ("is good"). In Portuguese you can start a sentence with a verb, with no subject. There are also mistakes that result from excessive reliance on audio-visual aids and avoidance of translation. Examples of these are: "I'm get up". Also our learners often incorporate in their speech forms of American English which they borrow from the American movies they see. An example of these is 'I gonna'. These deviations from native speakerness are acceptable as they do not affect the understanding of what is said and the pursuit of my research aim: fostering the speaking skills of failing students. It should be remembered that the English as a second language learners I envisaged in my studies were not necessarily learning to interact with native speakers of English.

Having looked at context-sensitive teaching methodologies, I will now review Gee's (1999) approach to discourse analysis. Gee (1999) sees language as eminently political. Gee (1999) describes 'politics' as "anything and any place (talk, texts, media, action, interaction, institutions) where 'social goods' are at stake" (Gee, 1999, p.70). 'Social goods' are explained as "anything that a group of people believes to be a source of power, status or worth" (Gee, 1999, p.2). Gee relates language to politics by stating that "politics is part and parcel of using language". Language is therefore an agent of differentiation.

In the context of research, his "tools of inquiry" are concepts of fundamental importance to Gee's approach to discourse analysis. He describes them as ways of looking at the world of talk and interaction that help us study how we construct areas of 'reality' (building tasks) and their socio-political implications. I have focused on those "tools of inquiry" that seemed best to serve the analysis of the data gathered in my research.

*"Discourses" with a big "D"*- "big" D Discourse plays a role in Gee's (1999) approach to discourse analysis. It is described as the interplay between "little" d discourse (language-in-use) and a myriad of non-linguistic elements (ways of thinking, acting, interacting, valuing, feeling, believing, gesturing, and using symbols, tools, objects, symbol systems and technologies) to enact specific identities and activities. This 'melding' work needs to be done in a way that is recognizable and accepted, i.e. that it enables others (and ourselves) to become aware of the identities, enacted through them (Gee, 1999). Discourses then refer to ways of being and doing, e.g. being and doing an executive or a teacher. Gee (1999) maintains that Discourses involve unequal distribution of social goods,

that is to say that they are a source of power imbalances, that means language leads to power asymmetries/inequalities.

*“Cultural models”*- Gee (1999) describes a cultural model as a set of normative beliefs or values, inculcated in people’s minds, as a result of their affiliations to particular socio-cultural groups. He comments that “cultural models are our “first thoughts” or taken-for-granted assumptions about what is “typical” or “normal”. It is through the often unconscious work of cultural models (‘videotapes in the minds’) that the meaning-making is processed in people’s minds, generating ‘situated meanings’, another tool of inquiry. Gee (1999) highlights the ideological role played by cultural models as tools of inquiry, as they act as mediators between macrostructures (institutions) and microstructures (interactions). This idea is consistent with his approach to discourse and reflects his political ideology and engagement. But he acknowledges that there may be tensions within a given cultural model that may transform power relations. Gee (1999) writes about “partial or inconsistent” cultural models. He says that it is possible that one cultural model melds together values held by some socio-cultural groups with others that serve other groups’ interests.

All in all, this brief review of two main tools of inquiry, proposed by Gee (1999) demonstrates the role played by context in the construction and deconstruction of discourse.

I will now discuss the adaptability of concepts and ideas approached in this section to my research interest.

- The importance of context applies to my project: To understand how teachers and learners come to a shared understanding of meaning or its failure it may be necessary to attend to elements of the context of the situation such as the physical environment where the interaction takes place (the classroom), background noise and power relations (teacher/researcher v students). The context created by the talk may also intervene. The learners can challenge the context and gain more initiative through valid contributions which deviate from the topic in hand.

- “big D” discourses: I wanted to look at how language-in-use is put together with a range of non-linguistic elements, captured through observation notes and interviews, to enact situated identities (being a teacher, being a researcher and being a student) and activities (teaching and learning activities). More specifically I wished to observe how teacher talk and student’s talk is coordinated with the gestures, learners’ feelings (motivation, for instance), teacher’s feelings, beliefs (my belief that it is desirable and possible to foster speaking skills on the part of failing students), values (school culture and home culture) and tools (a record-player, used by the teacher).

¶cultural models: two contrasting ones are at play in my research. School culture is unavoidably present in it. It is represented and transmitted by the teacher, who mediates between an institution (school) and the envisaged interactions, reproducing and implementing a taken-for-granted theory: the need for education, “first thought” about what is “typical” or “normal”. School culture imposes schooling and scientific concepts to individuals whose culture (pupil culture and home culture) is embedded in different needs and experiences. Thus the first cultural model may clash with home and pupil cultures, represented by the learners. I am interested in looking at the effects of school culture on the



ways teacher and pupils made language meaningful. It is important to see whether this cultural model reproduced or reinforced social identities, ie being and doing a teacher and being and doing a pupil. As Gee (1999) maintains there may be tensions between conflicting cultural models with effects on power relations. The interference of another powerful model will militate against these routinized identities. The alternative model, which emerges from the projected outcome of my research is effective teaching, in the sense of classroom practice which makes language learning a sine qua non and serves the interests of underachievers. The scaffolding envisaged in my study is the outcome of a joint enterprise between teacher and researcher, aimed at making the most of the target learners' potentialities. This collaborative work acts against school culture, affecting its consistency and power. Teacher and researcher use their knowledge not to dominate, but to enable equal distribution of a social good (learning). And this creates new social identities (scaffolder and scaffolded), with effects on the nature of their talk.

## **2.6 – The nature of spoken English**

My research focuses on fostering speaking skills. It is therefore important to look at the mode of English involved, spoken English and to see to what extent its distinctive features influenced the analysis of the findings from the classroom studies undertaken.

Experience from oral exams I have conducted, along with debates in the department of foreign languages showed me that oral language is often assessed using criteria from written English, which may penalize students with fair oral performances. In this section I draw on research that explores the specifics of spoken English and its important implications for the assessment of students' progress.

A number of educationalists have dealt with the grammar of spoken English. Biber, Johansson, Leech, Conrad and Finegan (1999) pointed out that the grammar of conversation constitutes a system that is distinct from the grammar of written English and is informed by different rules and principles. Central to this difference is the fact that spoken language occurs in real time and therefore is affected by the limitations of working memory. Unlike a writer, a speaker cannot make a previous utterance disappear and reformulation is affected by time constraints. Real-time pressure leads to characteristic aspects of the grammar of speech, such as hesitations, false starts and other dysfluencies.

The frequent practice of using identical criteria to analyse written and spoken grammar, and labelling as errors paradigms of dysfluency comes under criticism, on the grounds of the planned environment of written text and the idiosyncrasies of spoken text

According to Biber, Johansson, Leech, Conrad and Finegan (1999), spoken English grammar is informed by three principles of 'online production':

- Keep talking- in conversation you must move on, due to time constraints and the need to be attuned to the hearer.
- Limited planning ahead- when planning is not possible you can draw upon three repair strategies, i.e. to hesitate in order to give yourself more time to plan, to backtrack and start again, leaving the failed utterance incomplete and to yield the floor to another person.
- Qualification of what has been said- this principle logically results from the first and the second. As it is not possible in the flow of conversation to plan accurately, we may need to refine or alter the message retrospectively, adding on elements that otherwise would have appeared earlier.



The category which Biber, Johanson, Leech, Conrad and Finegan (1999) call 'non-clausal units' is an important mark of speech and play a role in the add-on strategy and relief of pressure on working memory. I will focus on those which I found more relevant to my research interest.

The authors divide 'non-clausal units' into single words (like 'Hi'), known as 'inserts' and syntactic non-clausal units, discussed later below. Examples of 'inserts' are interjections, greetings and farewells, discourse markers, response forms, hesitators, vocatives, question tags and self-supplied answers. I will now take a closer look at these inserts.

- . Interjections- these are single words that have an exclamatory function, showing the speaker's emotion. Among the most widely used is 'oh', to express surprise, unexpectedness or emotive arousal. 'Wow' also conveys emotional involvement.
  - . Greetings and farewells- Instances of these are 'Hi', 'Hello' and 'Good morning'. They are often followed by a vocative. Examples of farewells are 'Bye' and 'Good night'.
  - . Discourse markers- these inserts include two variants, those that mark a transition in the flow of a conversation and those that express an interactive relationship between speaker, hearer and message. An example of the former is 'now then'. An example of the latter is 'Well done!'.
  - . Response forms- these are inserts used as responses to previous comments by different speakers. They may take the form of responses to questions, such as 'yes' or 'no', responses to directives, such as 'okay' and responses to assertions, such as 'uh', 'huh' and 'mhm'. Like Van Lier (1988), Biber et al (1999) also call the last type of response forms 'back channels'. 'Okay' can also fulfil the pragmatic function of assent.
  - . Hesitators- these are pause fillers that enable the speaker to hesitate, i.e. to pause in the middle of an exchange, while communicating the wish to continue speaking. Examples of these are 'er' and 'erm'. It should be remembered that in Portuguese we do not use these hesitators, we normally use 'ah' instead.
  - . Vocatives- these inserts can take several forms:
    - . Names- John, Mary.
    - . Endearments- 'Baby', 'love', 'honey'.
    - . Family terms- 'Mummy', 'mum', 'dad', 'granma'.
- Vocatives play a role in defining and maintaining social relationships between participants in conversation.
- . Question tags- the type of question tags which best applies to my research interest consists in repeating an assertion previously made, changing the affirmative into negative or the negative into interrogative. Question tags have an interactive function of eliciting the hearer's assent or confirmation.
  - . Self-supplied answers- by suggesting or providing answers to their own questions, speakers turn a why-question into a yes/no question. Although the authors refer to single word inserts, this tendency also applies to sentences, as I will show in the analysis of the main study.

Non-clausal units can also take the form of syntactic non-clausal units. They contain more elements which, despite not turning them into real sentences give them some syntactic consistency. One form of syntactic non-clausal units Biber et al give particular importance are elliptic replies. Conversational dialogue is populated by ellipsis. It consists in the omission of one part of an utterance which is recoverable from the preceding utterance. The interpretation of an ellipsis depends heavily on context.

The research reviewed here shows that spoken English constitutes a system that has distinctive characteristics, which have important implications for the assessment of oracy. Confronted with real time pressure, speakers draw on repair strategies, such as hesitations, pauses and false starts, which mark their discourses with dysfluency. These are idiosyncratic to speech and represent attempts to repair communication. As such it is erroneous to label them as errors. This applies to oral pedagogy. Students' spoken English may be often be assessed inappropriately by criteria relating to written English. This may lead teachers to take dysfluencies for errors, and to penalize the students for their occurrence.

In the analysis of the main study (chapter 4) I identify hesitators, pauses and interjections that pervaded the interactions, as emanations of spoken English and discuss their implications for the assessment of the students' speaking skills, in the light of ideas and principles above described.

## **2.7- Conclusion**

The interplay of the conceptual elements discussed in my literature review laid the foundations of the overarching argument in my research. The failing students my study addresses had learning potentialities that they cannot develop alone. To make the most of them and push the limits of their ZPDs towards the fostering of their speaking skills, they would need assistance from a more competent partner. The assistance I envisage is mediated by teacher talk and takes the form of specific scaffolding techniques discussed in section 2.2.2. Teacher's questions are particularly significant to my research interest. The everyday and familiar topics chosen and the language level of the target failing students demand and make legitimate the use of factual questions, even though they elicit known information. Teacher's questions therefore facilitate talk by the learners envisaged in my study. The same applies to the IRF, the traditional teaching exchange, which has been criticised for focusing more on testing than teaching. In fact, the feedback provided to the underachievers did not have to be aimed at testing knowledge. As earlier noted, the IRF teaching exchange can be a way of scaffolding instruction (Van Lier, 1996a). It can perform the pedagogical role of supporting the learners and encouraging them to go ahead, depending of course on the nature of the teacher's initiation and feedback, which I explore in more detail in Chapter 4. The control over the assisted learners should not be seen as a mere exercise of power, but rather as needed to facilitate learning.

To capture the complex mechanisms involved in classroom talk and analyse them it is necessary to look into the context, where the interactions are inserted. A context-sensitive approach is particularly significant to the learning needs, styles, and strategies of individual students, as well as the local conditions and the cultural context involved. The ecological perspective also offers a methodology that has great potentialities for investigating contextualized learning, informed by the notions of person, process, context, time and outcome. As claimed by Lantolf, attendance to the learners' different motives and goals



can be the best guarantee of successful learning, since these can determine their particular ways they interact with a task. The learners' attitudes to the foreign language as well as their personal histories regarding it may affect its learning.

Through the scaffolding used in the post-sessions, school culture, implying educating in the traditional sense gave way to teaching tailored to the particular learning processes of the focus learners. Scaffolding thus attenuated the power asymmetries created by school culture and served the interests of the focus failing students.

The analysis of the findings from the research studies has not been confined to the patterns of a grammar of written English. The very nature of my research focus suggests conformity to the rules governing spoken English and acceptance of emanations of this.

On the basis of my reading of the literature, I have developed a detailed description of the various features of scaffolding which seem relevant to my research context, i.e. the learning of English as a second language.

### **3-METHODOLOGY**

#### **3.1- Introduction**

This chapter is concerned with the research methods for researching classroom talk, employed in the pilot and the main studies, and issues related to those methods. This section has two main subsections. The first describes the purposes, design and the research process of the pilot study. This also includes other issues pertinent to the study. The second focuses on the main study, applying a similar approach. As my research has two distinct strands, I shall discuss the specific research issues for each one although some general ethical and methodological issues are common to both.

#### **3.2 - The pilot study**

##### **3.2.1- The purposes of the pilot study**

The primary purposes of the pilot study were to identify and try out research methods required by the pre and post design I have adopted and to refine my research focus. More specifically I wanted to evaluate their appropriateness for investigating my research question.

##### **3.2.2-The research design and its justification**

In this section I identify the methodology in the sense of the overall philosophical approach I drew upon in my research. The design and conduct of my pilot study were informed by a quasi-experimental 'pre and post' research approach, which seemed suitable to my research interest. My approach is similar to that taken by Mercer and Rojas Drummond (2003) in a classroom study conducted in schools, in England and Mexico, drawing on *Raven's Progressive Matrices*, where 'pre and post' comparisons were made, to pre-lessons and post-lessons observation and analysis of findings.

In order to demonstrate the suitability of this approach for my research I will reiterate my research question below.

**RESEARCH QUESTION-** How can the speaking skills of failing students, a group of students in Portugal who are in their fourth year of learning English as a foreign language be fostered through the use of scaffolding strategies by the teacher in a range of what are intended to be 'simulated everyday situations', e.g. introducing



**yourself and other people, talk about family, describing daily routines, describe home and location and express likes and dislikes?**

The reader might ask for a clarification of 'failing students'. In section 3.2.3.1 I discuss what I understand by this term and its relevance to my research interest.

In order to discover whether the speaking skills of failing students could be fostered by the use of scaffolding strategies it was necessary to compare pre-and post-results. To meet these needs I designed a 'co-teaching' scheme. It consisted of first observing a colleague's teaching as a researcher, then suggesting the use of some scaffolding techniques on the basis of what I had observed and finally observing and analysing her use of scaffolding techniques in a subsequent session with the students. This is described more fully further below.

Methodology involves important questions such as one's alignment with the qualitative/quantitative debate and the research direction (inductive v deductive).

The qualitative/quantitative debate has received the attention of a number of educationalists. The dichotomy between quantitative and qualitative research paradigms is often presented with basis on its opposing philosophies: the positivist versus the naturalistic/interpretive. Quantitative researchers aim at objectivity. Objectivity consists in producing accounts that capture and represent reality as it truly is, as natural science normally does. In contrast, the qualitative research paradigm assumes that reality is not absolute and universal, as it depends on context and personal interpretation. Critics of quantitative research question its claims of reliability and validity on the grounds that it fails to take account of interpretive and interactional processes in its representation of the phenomena under study. This criticism applies to educational inquiry, the type of research my study falls within. Quantitative methods and 'systematic observation' of teachers in particular came to be criticized as failing to capture the process of classroom interaction and as overlooking the multiple perspectives of teachers and pupils (Walker, 1978, Walker and Adelman, 1975 and Delamont and Hamilton, 1984).

My research approach is dialectical, in the sense that it borrows from both qualitative and quantitative research traditions, though including more features of the qualitative model. Loughran (1999) argues that the research design ought to be determined by the research questions and the type of evidence appropriate to investigating those questions. I am interested in the quality of both teacher talk, and pupil's talk. The methods of data collection I resorted were based on classroom observation. The analysis of the data collected in the two strands of my research mostly took the form of descriptive or explanatory texts, structured in the form of extracts. This analysis involved interpretation of the meanings and functions of human actions (Open University, 1996) complex phenomena (classroom talk) with the consequent risk of subjectivity. These features fit into the qualitative paradigm. But quantifications such as the number of unanswered questions and monosyllabic replies also have implications in the quality of the pupil's talk. The analysis of the data took these aspects into account. It also attempted to quantify the pauses made by the teacher after asking a question and to measure their length.

I will now go through distinctive features of qualitative research and discuss their adaptability to my study. A cautionary note is necessary here. Qualitative research can take many forms and fitting categories to characterisations is a difficult task. Nevertheless it is possible to identify, in general the following characteristics in qualitative work: an inductive direction, an emphasis on process and a tendency to work with 'unstructured data'.

My research was inductive and exploratory. It was inductive in the sense that I have not departed from a theory arrived at and supported through experimentation. I was more



interested in generating theory from a working hypothesis (Cronbach, 1982), the hypothesis that it is possible to foster the speaking skills of underachieving students through the use of scaffolding strategies. And it was also exploratory because my interest was in discovering what might be learned in relation to English as a second language learning from particular data (Open University, 1996). While it would not be honest on my part to say that I was not at least aiming at tentative generalisations, a reflexive stance made me conclude that the fieldwork conducted and the analysis of the data collected have not entirely validated my hypothesis.

It seems appropriate at this point to make some references to theoretical considerations regarding *generalisation* and *generalisability*. Work on qualitative research published before the 1970s shows the tendency to disregard the feasibility of generalisation and generalisability in qualitative research. For example, Denzin writes: "The interpretivist rejects generalisation as a goal and never aims to draw randomly selected samples of human experience. For the interpretivist every instance of social interaction, if thickly described represents a slice from the life world that is the proper subject matter for interpretive inquiry. Every topic must be seen as carrying its own logic, sense of order, structure and meaning (Denzin, 1983, page 133-134). Educational events and practices distinguish empirical-analytic research from interpretive research that "sees education as a historical process and as a lived experience for those involved in educational processes and institutions." (Kemmis, 1988, p.188).

I will now link the above considerations to single-case studies. These constitute a typical example of the incompatibility between generalisation and generalisability on the one hand and qualitative approach on the other, as noted by Bolgar, 1965; Shaughnessy and Zechmeister (1985). In the E835 Study Guide it is stated that, "it has been argued that single qualitative studies cannot provide grounds for generalizing across cases" (Open University, 1996, page 101). This has important implications in the replicability of qualitative research. But against this scepticism about the generalisability of qualitative inquiry, the thinking of the 70s and the 80s witnessed an increased interest in generalisability among qualitative researchers, involving a redefinition of this concept. Guba and Lincoln (1982), after pointing out that generalisations are impossible since phenomena are unavoidably time and context-bound, propose the concept of 'fittingness' as an alternative to generalisability. This is described as exploring the similarities between the situation studied and other situations. This is achieved through searching substantial information about the entity studied and its setting. The concept of 'fittingness' is in line with 'comparability' and 'translatability', proposed by Goetz and LeCompte (1984). The former refers to providing an accurate description of the units of analysis, concepts generated, population characteristics, and settings, while the latter involves a description of the researcher's theoretical stance and the research techniques employed.

Having raised a number of points about the issue of generalisation in qualitative research, I now wish to apply them to my own research. My pilot and main research both took the form of a single case study with its target population comprising a single group of learners. The small sample of observed learners enabled the close intensive analysis of phenomena (teacher's and pupil's talk) I was interested in. A multi-site study would have required a comparative analysis of different cases, taking up the time needed for a careful detailed examination. The very small-scale nature of my study and the results obtained have not provided solid ground for generalisations. But the point above made that that qualitative research is more exploratory applies here. The discovery enterprise I engaged in and some gains obtained can be the beginning of a general argument that can be applied to other studies, that other researchers may replicate. While I was aware of the exploratory nature of my study and the problematic compatibility of qualitative research with generalisability,



I also felt that my study could make a valid contribution to the field of English as a second language pedagogy and that I had responsibilities to the community of educational researchers, in the interests of replication.

Having discussed the primarily inductive nature of my research and other issues that are associated with it I will now move on to another important feature of qualitative research, i.e. an emphasis on process.

In my research I was concerned with learning processes. The term 'process' involves some ambiguity. I will look at some theoretical sources, which informed my understanding of this concept. Glasersfeld's (1989) view of the process of imparting knowledge points out that knowledge is the result of an individual subject's constructive activity, rather than a commodity that lies outside the knower. 'Viable knowledge' (Glasersfeld, 1989) should fit with the learner's experiences and conceptualisations. This theorist applies his epistemological perspective to classroom education, where he stresses learners' perceptions of the task, its purpose and the type of solution sought. This orientation is embedded in a child-centred approach. Along a similar line of thought Edwards & Mercer (1987:9) hold that children construct their knowledge through their own thought and experience. They note that: "to take part in lessons requires 'sharing general epistemological frameworks, pragmatic and communicative assumptions and purposes, particular knowledge and experience'" (Edwards & Mercer, cited in Murphy and Moon, 1989). And Barnes (1969), after criticising the gap between pupils' understandings and views of the world and the content, practice and discourse of school lessons, defends the need of catering for purpose in learning, which creates a link between what is known with what might be learnt. Common to these views is a constructivist view of learning, which falls neatly into a Vygotskian socio-cultural theory of learning, where the learning 'process' concerns mediation.

In my research I was concerned with what goes on between the implementation of learning objectives and its outcomes. I was interested in how teacher and pupil developed a shared understanding of meaning (Edwards and Mercer, 1987) and how children learn, rather than being confined to what they learn. That made me attend to the learners' specific needs, wants, learning styles, previous, performance characteristics, capabilities and purposes, that is to say all the elements that constitute the process between learning objectives and final outcomes.

Another feature of qualitative research is a tendency to work with relatively 'unstructured data'.

Although the questions used in teaching were pre-specified, through teacher plans in the pre-session and through our joint plans for the post-session, they did not rigidly determine the form and content of the verbal interactions. It was not always possible to keep them under control for various reasons, among which I would stress the fact that talk is unpredictable; the ways the learners responded led to alterations in the course of action, e.g. the use of extensions. For these reasons I would classify the questions and the interactions as semi-open. I would also classify the interviews I later administered to the focus learners of the main study as semi-open, since the predetermined questions were open to changes made as they were put.

This short review demonstrates that my study had more features of a qualitative approach than a quantitative one, but as earlier noted also involved some quantification of language features.

### 3.2.3- The research process

#### 3.2.3.1 – The setting

As stated in Section 1.4, my research took place in a state secondary school, called '*Escola Secundária Passos Manuel*', where I have been teaching on the permanent staff for thirteen years. This has already been described (see chapter 1, section 1.4). The class selected for the pilot study was made up of 19 eighth-formers. They were in their fourth year of learning English as a foreign language. Their ages ranged from twelve to thirteen years. The choice of the target students was informed by my notion of underachievement, which I explain below. Underachievement, the educational problem dealt with in my research, involves some subjectivity and therefore requires clarification. Below I critically review research published on this issue, and after that I outline the factors and criteria which I took into account to define underachievers as well as what the students need to be turned into successes.

In their paper "The cultural work of learning disabilities", McDermott, Goldman and Varenne (2006) emphasize the need to take into account the social context where learning disabilities occur, rather than merely attributing them to individual characteristics of the children. The authors draw on ethnographic research carried out in the last five decades to stress that American education institutionalizes differences between learners and wrongly label as disadvantaged, deprived, slow or emotionally disturbed children whose underachievement represents a response to the environment provided by adults. This diagnosis challenges the widespread view that attributes learning disabilities to intrinsic lack of ability, as illustrated in the following quote: "Hence American education is well organized to make hierarchy out of any differences that can be claimed, however falsely, to be natural, inherent and potentially consequential in school " (McDermott et al, 2006, p.252). And further on it is stated, "how American classrooms organize occasions for children to look unsuccessful" (McDermott et al, 2006, p.256). This study was based on observation of three children, of different ethnic groups. Boomer had been described as a high-intelligence star, Ricardo as a model student, while Hector had been categorised an 'unengaged student'. An important question raised here is: were these boys' abilities really different? The findings from the study did not confirm their initial preestablished classification. Problem-solving observation of the boys showed that Hector's performance overran his peers' in leadership and expertise. What went wrong in the preestablished judgements of the boys's capabilities? To this McDermott et al provide the following answer: " The school's failure to look into Hector's school stories and records " (McDermott et al, 2006, p.257)). Hector's learning disability had been environmentally constructed, as the school and the classroom did not capture his hidden potentialities. He argues that we should look into children's histories, rather than assigning them to fixed positions and categorisations, leading to misidentifications. In other words, failure might be a cultural construct, a new approach is needed. The constructed school's stories of some students invite a more careful look into the particulars of their achievements.

In his paper ' The Construction of an LD Student: A Case Study in the Politics of Representation', Mehan (1996) shares the view that underachievement is a social construct and involves subjectivity and ambiguity. After relating labelled social facts such as



“intelligence”, “deviance” “health” or “illness” to the ambiguity of everyday life, Mehan analyses the process by which Shane, a nine-year old boy became “educationally handicapped”, and then draws conclusions. With a view to possible placement in special education Shane was referred by his classroom teacher for his “low academic performance” and his “difficulty in applying himself to his daily class work”. But the reports and testimonies of the other parts involved in this process offered different perspectives of the problem, expressed by different discourses. The school psychologist, reported that the boy was below grade level in arithmetic and spelling. Shane’s mother representation of the problem substantially differed from these views. She emphasized that Shane’s misachievement was not intrinsic and physical, but rather was caused by his past experiences and situations he had gone through. The committee’s decision for final placement was influenced by the psychologist’s report. As it is pointed out by Mehan (1996) the psychologist’s representation prevailed because it used a technical vocabulary that indicated superior knowledge and skills, its privileged status created a certain mystique which played a role in the final decision. It is important to note that while the psychologist’s observations were confined to a short period of time (hours of testing) the classroom teacher’s and mother’s observations were based on a longer period of time, a school year for the teacher and a lifetime for the mother. And what is more both the teacher and the mother had a better knowledge of the child’s story and provided a sociological characterisation of his problem, supported by contextual information, which contrasted with the physical functional representation given by the psychologist. This case thus shows that Shane’s classification of learning disability was socially constructed and lacked rigour.

Common to these papers is the view that underachievement is socially constructed and an ambiguous concept. This links with my belief that there are learners who have potentialities that are disregarded by their teachers, who mistake underachievement for failure. This led me to focus to on students who had been labelled as underachievers, though their stories invited a more careful look. The table showing the different sources of evidence I used to identify underachievers contemplates a number of factors: excessive reliance on grammatical correctness, consideration of non-cognitive factors, behaviour problems, failure in doing the homework, poor attendance. The boy from Cape Verde, in the main study and, Sara the girl in the pilot, diagnosed by her teacher as ‘avoiding learning’ were labelled as failures but there are indications from the studies that they could have achieved more than they had previously attained before. Might they not they have been stigmatised, and assigned to preestablished labelling?

Having reviewed literature that defends the cultural construction of underachievement and applied them to my research, I will now discuss the implications of Krashen’s theory of second language acquisition (1991) for my study.

Krashen (1991) considers five hypotheses about second language acquisition.

- 1- The Acquisition-Learning Hypothesis
- 2- The Natural Order Hypothesis
- 3- The Monitor Hypothesis
- 4- The Input Hypothesis
- 5- The Affective Filter Hypothesis

From these hypotheses, I shall focus on the ‘Affective Filter Hypothesis’, the one which seems to serve best my research interest.



The affective filter hypothesis stresses the role played by “affect” on the second language acquisition. Krashen maintains that some ‘affective variables’ facilitate second language acquisition. These variables include: motivation, self-confidence and anxiety. It logically follows that learners with high motivation, a good self-esteem and a low level of anxiety are better prepared to achieve success in second language acquisition. Learners, who are not motivated, have a low self- image or self-confidence and debilitating anxiety will have a filter that will impede language *acquisition*.

In his paper ‘ Negotiating Identities : education for empowerment in a diverse society ‘Cummins (1996) produces some considerations about first and second language acquisition. Among the points that may be directly relevant to my study, I shall highlight his emphasis on the human relations side of education. Cummins notes that, ‘If teachers aren’t learning much from their students, it is probable that their students are not learning much from them’ (Cummins,1996, p.4). And further down he points out in relation to the process of identity negotiation : “This process is usually non-problematic when there is a cultural, linguistic and social match between educator and student but is often highly problematic when there are mismatches or discontinuities in culture, language or class. In these cases, educators must make special efforts to ensure that students’ prior experiences and identities are affirmed rather than devalued” (Cummins, 1996, p.12).

Having reviewed research published on underachievement and Krahen’s theory of second language acquisition I shall now focus on my own notion of underachievement. More specifically I shall put forward the criteria that I used to arrive at that notion. These criteria helped me to select the participants of my research.

If we look from a lexical point of view into the components of the compound word ‘underachievement’, we may conclude that it implies a deficit of performance, that is to say something done to an insufficient extent. More specifically it means that students may be achieving less than they are capable of. However, some teachers tend to treat underachievers as failures, showing disregard for their unexplored potentialities. This practice raises one question: on what grounds are school results mistakenly taken to indicate failure? A look at the Portuguese educational system is suggested here. In our elementary and secondary schools all the students are evaluated in the three terms of the school year on the basis of a continuous assessment scheme, where the mark they are assigned in the final term is converted into a PASS or a FAIL. The students are evaluated not only cognitively but also in terms of ‘moral principles’ (*valores*). The criteria normally used to evaluate the latter are homework, attendance and behaviour. This assessment scheme of overall evaluation has an important implication - a few students are labelled as failures not on cognitive grounds, but because of factors of ethical nature. My research experience showed me that pupil failure is also self- constructed. Classroom observation along with data from the interviews I conducted to the focus learners led to the realization that some of them saw themselves as failures, which gave rise to poor self-esteems towards the learning of English.

Like the assessment of these, the evaluation of the learners’ cognition also takes account of various components – grammatical competence, vocabulary power, writing skills as well as oral participation. A common feature of the evaluation model adopted by Portuguese EFL teachers, at both the elementary and secondary levels is an excessive weight given to the summative tests each term, which feed into their overall continuous assessment. In my country the tests are administered by the teacher of each specific class. Summative cumulative (Patricia) assessment is only administered nationally when it comes to the nation-wide exams. Otherwise, the evaluation criteria and percentages given to the



different evaluation components are set by the departments of each individual school. My school includes both an elementary and secondary department. The evaluation criteria adopted by the elementary teachers of English set by the English department are 50% for the cognition and 50% for 'values' (*valores*), while at the secondary level the summative tests carry 60% of the overall score, the oral participation carries 20% of the overall score, attendance carries 10% of the overall score and homework carries 10% of the overall score.

According to the findings that emerged from the interviews conducted with three fellow-teachers, which I incorporated in chapter 1, section 1.6, the percentage given to the testing of grammar structures in summative tests varies between 30% and 40%. It also emerged from this small study that the English teachers tend to incorporate in the tests two parts testing grammar structures.

There are a number of factors which make the assessment of each student's oracy problematic. The 20% allocated to their oral participation by the English department are not a quantified assessment scheme. This adds to the measurement problems involved in that assessment. Besides, obstacles such as class size, indiscipline and preestablished teaching objectives concur to undermine the implementation of the assessment of each student in this skill. As earlier noted, when testing oracy English as a second language teachers in my country tend to refer to the rules governing the grammar of written English. This practice leads to the rejection of correct English manifestations of spoken language, such as hesitations and false starts, which fall into repair strategies which speakers turn to, in order to compensate for breakdowns in communication. It is also important to note that teachers may not have the knowledge or command of scaffolding strategies needed to make the most of the learners' speaking skills, which are central to my research interest. The combination of all these factors may cause students with a good or fair vocabulary and potentialities, in terms of communicative competence, to be labelled as underachievers.

Having outlined the central factors involved in the notion of underachievement in the school where I worked and based the study, I will now put forward the criteria that I used to arrive at my own notion of underachievement. These were informed by features of the assessment scheme above described. The application of those criteria to the selection of the researched students was an ongoing process. I originally started with some criteria in the pilot, which were subsequently expanded, refined and applied in a more systematic way in the main research study. The rationale underlying my notion of underachievement contemplates a number of factors. Following the classification used above I shall divide them into two categories: non-cognitive and cognitive ones. The former comprise moral principles (homework, attendance and behaviour). The latter is associated with an excessive reliance on grammatical competence. As my research question explicitly indicates, my research interest is in oracy, that is to say spoken English. In section 1.2 I wrote that "my research addresses underachievers who normally remain silent, after being asked a question". I subsequently explained that this option was built on an hypothesis about the co-construction of underachievement (built on my reflective practice, research experience and debates of educational issues) that "there are learners who have a fair or good vocabulary, which is nevertheless overlooked or underestimated by their teachers". This underestimation may reflect an overemphasis on grammatical competence and its excessive testing in the summative tests. This alignment with grammatical competence and language correctness underestimates other skills needed to assess the learner's performance. Moreover, the associated assumption that you should teach standard English forms to our students may not match the purposes for which the learners wish to acquire the target language as well as the peculiarities of their learning processes and the contexts where they take place. One final factor that may contribute to underachievement is the



learners' attitude towards the foreign language. The learners who feel discriminated against by their teachers in comparison to the "good learners" may develop low self-esteem which may have repercussions on their engagement with learning.

In conclusion, the underachievers I have in mind are learners who normally score poorly in the summative tests, or, to a lesser extent, were labelled as such for reasons that go beyond their cognitive levels. The assessment scheme used to evaluate the learners of English as a second language in the Portuguese schools wrongly takes underachievement for failure. The assumed lack of ability of underachieving students thus resulted from a cultural construction. They may have potentialities that have not been sufficiently explored. This links well with the lexical deconstruction of underachievement (above) as students who may be achieving less than they are capable of. These potentialities comprise 'a fair or good vocabulary', as above noted, and communicative skills, in the sense of being able to understand and make themselves understood in the topics involved in my research interest. In order to have those potentialities expanded they need:

- Reinforced assistance to foster their communicative skills.
- Less emphasis on an idealized grammatical competence (Leung, 2005).
- Acceptance of forms of non-native English in their speech (Leung, 2005).
- Allowance for dysfluencies in their speech which work out as repair strategies they draw upon in order to compensate for breakdowns in communication (Biber et al, 1999; Open University, 2005).
- Consideration of affective factors which may have affected their attitudes towards the target language (Harper and Jong, 2004).

In conclusion the assessment scheme used to evaluate the learners of English as a second language in the Portuguese schools confounds underachievement wrongly with failure, which involves the danger that learners with good learning potentialities are often labelled as failures, rather than being pushed to achieve what they were potentially capable of. The assumed lack of ability of these learners is thus culturally constructed.

The underachievers selected for the pilot were the weakest in the class. To retain anonymity I have changed their real names into pseudonyms. Joana, of thirteen years and Filipe, of thirteen years were in remedial lessons, Sara played truant, so she rarely attended the lessons.

### **3.2.3.2- Gaining access to the community under research/researching community**

In order to gain access to a school setting I relied on finding a teacher with whom I had a good relationship and who would allow me to observe her in the classroom. After that choice I had a meeting with my colleague, where I asked a number of questions about her teaching style, and collected information on the target learners. My colleague, who had been their English teacher in the previous school year, told me that they had not had English lessons in the first month of the third term, because she had been sick and had been replaced late. She also informed me that the class had only two lessons a week in the current year. The underachievers chosen to be researched, two girls and one boy, were all thirteen years old. They were the weakest in the class and she wanted them to learn more and have their performances improved. My colleague gave me a profile of them. She said that Sara was the most intelligent of all but avoided learning; Joana had the lowest



cognitive level, but she admitted she was weak and she had a positive attitude towards learning, she needed a lot of encouragement and assistance; Filipe was quite go-ahead, he liked taking risks and loved speaking in English. She also informed me that they did not use to reach the required borderline to get a pass in the summative tests (5 in a scale from 1 to 10).

Below I reproduce the questions I administered to the teacher, intended to find out about her teaching style and what model of pedagogy it was related to. My decision to take handwritten notes of the data instead of audio-recording them resulted from the context of the interview. This face-to-face encounter gave myself time to interrupt the teacher and ask for clarifications whenever needed. Besides I also thought the teacher would feel more comfortable with this method of collecting data as an alternative to audio-recording. The answers below are an exact transcription from the interview, which was conducted in English.

### **1- Do you work in group or individually?**

It depends on the exercises I give. If I introduce a 'running dictation' or role-playing, I teach in groups. When it comes to teaching a grammar structure, I draw upon drilling, the learners have to repeat loudly.

### **2- How do you develop communication?**

I make use of communicative tasks such as role-playing, open or chain dialogues.

### **3- What kind of questions do you usually ask?**

When I want to link to the pupils' previous experiences, I ask more open questions, when I approach a text, I use more questions of factual information.

I will now describe the steps of the classes delivered by my colleague, where I conducted the pilot study. Though I abandoned my initial plans of investigating my second research question, I decided to include here the lessons, where this was addressed, as they give feedback on the teacher's style.

### **Children doing a grammar task**

**1<sup>st</sup> summary-** Narrating past events. Oral and written practice. Simple past: irregular verbs.

**2<sup>nd</sup> summary-** Discourse chain, pair-work. Grammar worksheet. Listening comprehension. True/False statements. Guided paragraph.

**1<sup>st</sup> task-** The teacher briefly questioned one of her best students on his Christmas holidays.

**2<sup>nd</sup> task-** The teacher produced a statement: "I usually get up at 7 o'clock" and then she asked the whole class if the statement was in the present or in the past. Then she said: "But yesterday I got up at 9 o'clock". After that she went through the same procedures to introduce the simple pasts of "to have" and "to go".

**3<sup>rd</sup> task-** The teacher turned to a pupil, showed him a cue (what time/get up), helped him to formulate a question to one of his classmates and elicited a question from him.

**4<sup>th</sup> task-** The teacher said: "For breakfast I had milk" and then she resorted to drilling, with the whole class repeating, after her.

*5<sup>th</sup> task-* The teacher showed the class the past simple of “to go” and then she went through the same procedures, as in task 3. Then she did the same with the verbs “to have” and “to get up”

*6<sup>th</sup> task-* The teacher entered in a table on the blackboard the forms of the simple present and of the simple past of the verbs previously practised.

*7<sup>th</sup> task-* The teacher resorted to the same cues she had used earlier in order to practise the dialogue exchanges in open pairs.

*8<sup>th</sup> task-* The students were asked to do a chain dialogue in closed pairs.

*9<sup>th</sup> task-* The teacher systematized the forms of the verbs she had delivered by means of a table entered on the blackboard. This was done for the affirmative, negative and interrogative.

*10<sup>th</sup> task-* The teacher did a pre-listening, using a picture and asking the class questions on it. She wrote the answers elicited from the class on the blackboard, as they were provided.

*11<sup>th</sup> task-* The teacher did a listening task.

*12<sup>th</sup> task-* The teacher did a post-listening. The pupils solved a True/False exercise, based on a song they had listened to.

*13<sup>th</sup> task-* The teacher asked the target learners questions, like the ones presented and practised.

### **Children doing a communicative task**

1<sup>st</sup> summary- Expressing frequency. Pair work. Written practice.

2<sup>nd</sup> summary- Listening comprehension. True/False statements.

*1<sup>st</sup> task-* The teacher introduced language items (‘how often’, ‘once’ and ‘twice’) and explained them, eliciting some of them from the class.

*2<sup>nd</sup> task-* The pupils worked in pairs, interviewing each other, using a questionnaire and a chain dialogue.

*3<sup>rd</sup> task-* The teacher wrote on the blackboard True/False statements on a song and asked the class to write them down.

*4<sup>th</sup> task-* The teacher played the song twice so that the pupils could solve the True/False exercise.

*5<sup>th</sup> task-* The teacher corrected the above mentioned task, using the whole class.

*6<sup>th</sup> task-* The teacher asked a few questions, previously practised in pairs, from some pupils. (She later told me that activity was meant to prepare the target learners for interactions).

While the limited number of lessons observed did not permit reaching definite conclusions on the relationship between interview data and observation data, it did show that the teacher tended to link to the students’ previous experiences and used pair-work in the form of both open or chain dialogue. She also made some use of ‘cued elicitation’, one scaffolding strategy I included in the scaffolding strategies listed in chapter 2, sections 2.2.2 and 2.2.3.



### 3.2.3.3 – Data collection

Having negotiated and gained access to a classroom setting the next step was to choose the tools of collecting data that best served my research question. My initial plans of audio-recording the interactions in the pilot were abandoned since the teacher insisted that they should not be taped. She grounded her plea on the obtrusive effects of a tape-recorder on the children's behaviour. I will come back to this issue later below. In the event I had to opt for taking handwritten notes, taken by myself. These were complemented by field-notes taken at my request by three among the best pupils of the class. These methods of collecting data were intended to be an alternative to audio-recording. My perceived awareness of a limited focus influenced my decision to draw on handwritten notes to be taken by students of the class. These could be a valid way of seeking clarification of possible doubts. Children normally have good observation skills and show endurance of adverse circumstances such as background noise. My observation of whole class work during the familiarisation visits had made me aware of their commitment to the tasks set as well as their positive performances. I instructed them to take notes by handing them scripts of the questions planned by the teacher to ask the target learners and asking them to write down the learners' answers. These notes, which I subsequently collected, proved to be useful, helping me to double check some details I could not capture. I also consulted the teacher to serve this purpose. After collecting the data, it was necessary to recreate them as best as I could from the students' notes and my own. The format chosen for this borrowed from the "playscript" format, one of the methods of transcript proposed by Swann (1994). This choice was informed by experience from previous classroom studies. The column layout would enable the isolation and a better visualisation of the speech exchanges of the different participants and the asymmetries in terms of holding the floor but I opted for the "playscript" format as I intended to include an additional column for contextual notes. I adopted the transcription symbols used by Swann (1994)

### 3.2.3.4- Ethical and methodological issues

In this section I shall consider the ethical issues which were pertinent to my research and explain how I addressed them, referring in particular to the British Educational Research Association's 'Revised ethical for educational research' (2004). In addition I shall refer to Cameron et al (1992) who discuss 'Ethics, Advocacy and Empowerment' and also to work on research ethics by a Portuguese Educationalist (1998). I also include here a discussion of some methodological issues, which emerged during the planning and implementation of the pilot.

Among the principles underpinning the guidelines, BERA highlights 'an ethic of respect for the person (British Educational Research Association, 2004)). Cameron et al in their paper "The Relations between Researcher and Researched: Ethics, Advocacy and Empowerment" insist that 'persons are not objects and should not be treated as objects' (Cameron et al, 1992, p.23). The Association considers that the ethic of respect for persons implies the following responsibilities on the part of researchers: *voluntary informed consent; deception; children, vulnerable young people and vulnerable adults; incentives; privacy*. Underneath I review them and link them to my research.



*Voluntary informed consent-* BERA stipulates that “ researchers must take the steps necessary to ensure that all participants in the research understand the process in which they are engaged, including why their participation is necessary, how it will be used and how and to whom it will be reported “ (Revised Ethical Guidelines for Educational Research (2004), p.6). This is in line with the caution proposed by Cameron et al against ‘covert research, in which subjects cannot give full informed consent because the researcher is deliberately misleading them as to the nature and purpose of the research, or perhaps concealing the fact that research is going on at all” (Cameron et al, 1992, p.18). I sought the learners’ permission to be researched in my pilot and main research. Also, as referred in subsection 1.5, I explained to the focus students the purposes of the studies (promoting their self-confidence and communicative skills in English), while I attempted not to defraud them, by telling them that the studies might not grant them a PASS at the end of the school-year. I also told the learners that the results of the studies would be made public in England. I did not seek the learners’ parents permission. Crosscultural questions interfered here. While I recognise the BERA stipulations, I thought it would not necessarily be customary in Portugal to contact the parents of the students who were helping in research in Portugal. And I have made every effort to inform the students fully, and ensure that they were to participate and did not suffer any discomfort.

Another question that arises here has to do with the anonymous treatment of participants’ data. The reader may wish to know the reasons why I did not use pseudonyms in the main study. While I complied with this procedure in the pilot, I did not conform to it in the main study. Again crosscultural questions interfere here. When I asked the learners if they minded whether the results of the study were reported to the relevant parties in England they seemed amused and replied that they did not. Also the teacher being studied showed some surprise when I approached the question of retaining anonymity. These reactions made me infer that there seemed to be differences in the ways questions of this type are viewed in Britain and in Portugal.

*Deception-* My procedure of telling the focus learners that the studies might not grant them a PASS at the end of the school-year avoided deception, which complied with the guidelines set by BERA.

*Children, Vulnerable Young People and Vulnerable Adults-* I have made every effort to inform the students fully, and ensure that they were happy to participate and did not suffer any discomfort.

Reactivity and ways of reducing its pervasive effects have been one of my main concerns at several stages of the research process. The ‘Revised Ethical Guidelines for Educational Research’ postulate that “ researchers must recognize that participants may experience distress or discomfort in the research process and must take all necessary steps to reduce the sense of intrusion and to put them at their ease “ (Revised Ethical Guidelines for Educational Research, 2004, p.7). My decision to take notes rather than record the classroom interaction for my pilot was a response to the teacher’s plea not to audio-record the interactions, due to the obtrusive effects that might have on those researched. My concern to reduce the effects of intrusion made me ask the teacher in the main research to attend to the plea made by one of the focus learners not to be questioned in front of the class. The visit I paid to the first teacher to interview her on her teaching style and an encounter with the second one in a café were compromises aimed at reducing the impact of the research on the teachers’ timetables and personal lives, which is in accordance with the letter and spirit of the recommendation made by the Guidelines to attend to the “ bureaucratic burden” of much research.

*Incentives-* I have never used any kind of incentives to encourage participation. This conduct was informed by my ethical conscience which also prevented me from rewarding



the focus learners with small gifts given as tokens of gratitude after the conduct of the research, even though these might have been more ethically acceptable than the previous forms of incentives.

*Privacy*-The pseudonyms I gave to the focus learners of the pilot preserved their rights to anonymity and confidentiality. Although I informed the researched learners of the main research that findings of the study involving disclosure of personal information would be reported to the relevant parties in England, I did not give them pseudonyms.

I intend to furnish both the teachers I worked with one copy of the final version of my dissertation after ratification by the relevant authorities.

It might be pertinent to complement this review with a reference to Portuguese sources. My initial intuitive belief that there are cultural variations regarding the importance given to ethical research was confirmed by the searches I ran on Portuguese equivalents to British guidelines. These showed that this seems to be a poorly researched area

Below I apply some points made by a Portuguese educationalist to my own research issues. The author emphasizes that researchers should comply with ethical principles (Ferreira, 1998). I have tried to comply with 'the duty to respect and secure the rights of all the participants' (Ferreira, 1998), by telling them what gains they might get from the studies, in a way that avoided fraudulent expectations. My decision to take notes rather than record the classroom interaction for my pilot is in accordance with the researcher's responsibility to protect the participants against any physical or moral harms (Ferreira, 1998), reactivity in this case. As above noted, I took some measures to preserve the confidentiality and anonymous treatment of participants' data, which is in accordance with the guidelines set by Ferreira (1998). I have also acted in accordance with the recommendation of ensuring the reliability of my findings and avoiding distortion of evidence, by consulting the learners or the teachers I worked with so as to doublecheck or clarify some points. My attendance to the plea made by one of the learners not to be questioned in front of the class accords with Ferreira's emphasis on the maturity and integrity required to deal with the dilemma involved in securing dual fidelity to the community of educational researchers, which is looking forward to scientifically interesting findings and to the participants, who confided private data to them.

Having discussed ethical issues involved in my research, I shall now consider some methodological issues posed by it. Some of them are more generic, as they apply to different research designs during the different stages of the research process. Some others are more specific, as they are related to the particularities of the research pattern adopted, the approach employed and the specifics of my investigated research question.

Among the first were the background noise of the noisy, energetic classroom where the pilot took place, awareness of my limited focus of attention during the observations and also the fact that talk flows very fast (Swann, 1999). On the other hand the small-scale nature of my study made its generalisations to other schools problematic. This methodological problem also raised ethical questions. While I was aware that research can be tentative, I could not ignore that I was trying to make a thesis believable to an audience, and I was interested in addressing an educational problem I identified at the outset (underachievement). Being interested in the quality of classroom talk also posed methodological problems, involved in the subjectivity of the task at hand- measuring oracy, scrutinizing the intricacies of different learning processes and different ZPDs.

The 'pre and post' nature of my approach raised problems I had not experienced in studies I carried out as a teacher researcher. Gaining access involved some difficulties. The choice of the fellow-teacher to work with was not entirely free, as this had to fit in with timetables and I had in mind a particular age group of students. I was lucky to find a committed



teacher with whom I had a very good relationship who granted permission to have a group of students researched. Though she was the youngest in the English department, she had some experience (twelve years in teaching). As earlier noted (please see chapter 1, section 1.5), I had anticipated that reactivity would be a risk both to the learners and their teacher. My fears proved to be grounded. The teacher confided to me that she was a bit nervous about the study and she even joked, saying that it was like going back to her teacher training days. I told her that in the first strand of the study I would be interested in her 'normal teaching' but I thought that she might invest more in the preparation of the lesson to be observed than in a 'normal' lesson. Although I tried to establish a working relationship with the observed learners in a familiarisation visit, I realized that two of them felt nervous during the two strands of the study, one of them even confided that to the teacher. This nervousness may therefore have affected their behaviour in the lessons I focused on. A self-criticism is suggested here- might my aim of stretching speaking not be too demanding and paradoxically inhibit learning potentialities?

### 3.2.3.5- Account of the pre-session

The primary purpose of this account of the pilot study is to describe the work I did in the pre and post-sessions. The fieldwork undertaken represented an important initiative, since it was the first bridge between theory and practice and it paved the way to the main study. In this subsection I recount what the teacher did in the sessions, that means giving factual information. Then, in chapter 4 I discuss my analysis of the findings. While there was a concern to avoid evaluative judgements at this stage, there is always the risk of conflating description and analysis, which I will try to avoid.

The session took place in the overall context of one ninety-minute long lesson, focusing on daily routine.

The teacher initiated the dialogues with Sara and Filipe with abrupt elicitations: "What's your name?" (Pilot Appendix 2A, line 1), "How old are you?" (Pilot Appendix 3A, line 1). Also, the teacher kept moving, without indicating whether the pupils' responses were correct. All in all the teacher has not increased the waiting time in critical moments. Also she missed the opportunity of asking 'How questions', which were appropriate to the topics dealt with ("How far is your house from school?", "How long does it take you to get to school?").

There were just two occasions when the teacher made use of effective scaffolding strategies. When Sara was asked what she usually had for breakfast and stated the time instead of the food, the teacher repeated the question, accompanying it by pointing to her mouth (Pilot Appendix 2A, lines 18-19). It is important to note that this use of joint speech and gesture scaffolding (Xang, Bernas, and Eberhard., 2001) was crowned with a successful answer. The other scaffolding strategy, successfully used by the teacher was vertical scaffolding (Cazden, 1983). After asking Filipe (Pilot Appendix 3A, line 7) what he liked doing, the teacher stretched his linguistic output, by asking him why he liked it (Pilot Appendix 3A, line 9). And further on the teacher extended the learner's speaking, by asking him questions about his favourite sport (Pilot Appendix 3A, lines 12, 14, 16).

As stated above, this brief account will be developed and extended in the section dedicated to the findings of the study, with a view to analysing them and consider their influence on the design and implementation of the main study.



### 3.2.3.6-Training session

This session was followed by a briefing with the teacher I worked with to discuss findings and observations and build in some scaffolding strategies on the basis of what I had observed as a researcher. After telling her that she had made skillful use of vertical scaffolding with the third learner, I explained forms of possible scaffolding to the teacher, with references to the dialogues. In particular I introduced to her openers, increased wait-time, careful clear enunciation, knowledge markers, backchannels and framing devices. I also tried to clarify the pedagogical value of these strategies in relation to my research interest. I then asked her to plan and show me sets of questions to be used in the second strand of the study and to consider ways of scaffolding the learners. When she showed me the planned questions she told me that on designing them she had tried not to deviate substantially from the content and degree of difficulty of the ones posed in the pre-session so as to give more chances to the learners, which I approved. I realized that, as in the pre-session the teacher had adapted the degree of difficulty of the questions to the language level of the learners, which implied an unconscious differentiation between the pupils' particular ZPDs. This was done when she asked one why-question from Filipe, which was crowned with success (see Pilot Appendix 3A, lines 9-10). My colleague also told me that she would make use of the strategies I had taught her, even though the unpredictable course the conversation might take did not allow her to present a precise predetermined plan of these.

### 3.2.3.7-Account of the post-session

Following the methodology adopted for the account of the pre-session of the pilot the examples of scaffolding strategies I present in this subsection will be analysed and discussed in more detail in chapter 4.

The lesson where the session took place had the same length as the previous one and its overall purpose was to describe daily routine and past events.

Unlike the pre-session, the teacher initiated the dialogues with openers (Wood et al, 1976) (Pilot Appendix 1B, line 1, Pilot Appendix 2B, lines 1-2, Pilot Appendix 3B, line 1). She also made use of knowledge markers (Edwards and Mercer, 1987) (Pilot Appendix 1B, line 27, Pilot Appendix 1B, line 50, Pilot Appendix 2B, line 98, Pilot Appendix 3B, line 72). Back channels (Van Lier, 1988), in the form of interjections were also used (Pilot Appendix 2B, line 32, Pilot Appendix 3B, line 9). Another scaffolding strategy employed by the teacher was framing devices (Pilot Appendix 1B, lines 39-40, Pilot Appendix 2B, lines 37-38, Pilot Appendix 3B, lines 37-38). The use of language forms such as 'Now, let's talk about...' or 'Let's talk about...' marked transitions to new topics and prepared the learners for them. Vertical scaffolding (Cazden, 1983) was used to stretch the learners' speaking of all the learners. There is also evidence of the use of careful clear enunciation (Edwards & Mercer, 1987) (Pilot Appendix 2B, line 9, Pilot Appendix 2B, line 16). The teacher made use of latched modelling, one strategy which I had not introduced to her (Pilot Appendix 1B, line 56).

### **3.2.3.8- Influence of the pilot on my plans for the main study**

The main purpose of my pilot was to trial research methods and refine my research focus. Among its gains I would highlight metacognitive thinking, as it demanded critical review of the scaffolding strategies, listed in the literature review, in the light of my research interest. I realized that the use of openers (Wood et al, 1976) and smooth transitions could bring the exchanges closer to naturally-occurring conversation and favour a relaxing atmosphere, conducive to speaking. These scaffolding techniques were explained to the teacher in the training session, and, as previously noted, she made use of them in the after-session. Although she improved her performance in the post-session by increasing the answering time on some occasions, I did not make reference to it, nor to the lengths of the wait-time, in the analysis. This omission was repaired in the main study. Another positive development regarding the teacher's intervention was the wider use she made of vertical scaffolding. Indeed, while in the pre-session she only used it with Filipe, she extended it to Joana, (in her opinion the weakest of the three learners) in the post-session (Pilot Appendix 1B, lines 31-33) and Sara (Pilot Appendix 3B, lines 62-66). These attempts to stretch the learners' linguistic output were both crowned with success.

While the pilot considerably influenced the design of the main study, other factors also contributed to its shaping. The new readings done in Years 2 and 3 of the EdD led to new approaches, which expanded and enriched the analytical framework for my work on the data. Among these were, the research on the nature of spoken English by Biber, Johansson, Leech, Conrad and Finegan (1999), reviewed in chapter 2, section 2.6 played a particular role.

## **3.3- The main research study**

### **3.3.1-The purposes of the main study**

The pilot and the main study should be seen as a continuum, where the testing of my research question, initiated in the former could provide the basis for further research, undertaken in the second stage of the fieldwork, aimed at testing the productivity of scaffolding strategies, in terms of helping underachieving students to improve their spoken English. The experience I gained from the pilot, along with learning from new readings fed into the work presented in this section.

### **3.3.2-The research design and its justification**

Like the pilot, the main study was also informed by a quasi-experimental 'pre and post' research approach. As above stated, the analytical framework for my work on the data was expanded through the tables I referred to.

### **3.3.3- The research process**



### 3.3.3.1- The setting

In the second week of September 2007 I made a preliminary contact with a second fellow-teacher at my school in order to seek her permission to research a group of learners from one of her classes. As in my pilot, my choice was not entirely free, since I had to attend to the language level of the learners and cope with timetable constraints. In this preliminary meeting I informed the teacher about the aims of the study and the criteria for the selection of the target learners, following my notion of underachievement described in subsection 3.2.3.1. It had been agreed that the choice of the target learners should be left to mid-October, to allow the teacher time to look at the results of the placement test and information on the learners' past learning of English.

The class selected for the main study (8<sup>o</sup> G) was made up of twenty eighth-formers, thirteen girls and seven boys. Their ages ranged between 12 and 15, with an average of 13.5. Most of the learners were in their fourth year of learning English, there were only three who were repeating the 8<sup>th</sup> form. There were two Brazilian learners, one boy and one girl, and there was also a boy from Cape Verde, a former Portuguese colony. This last one was selected for the study. The students agreed to be identified. While the teacher being studied played an important role in the choice of the target learners, I also had some influence on this process. Not only did I give her a profile of the learners I had in mind, but also advised her to include in the study the boy from Cape Verde in the study. The observation made during the familiarisation visits showed me that he had potentialities and that he might be achieving less than what he was capable of, since he complained that the teacher was more inclined to ask questions to the best students of the class.

It seems important at this point to revisit research, incorporated in section 2.5, which led me to attend more to context and to the students' backgrounds, and look deeper into the specific ways the pilot suggested those developments of my work. Bax's (2003) advocacy of a context-sensitive approach to language teaching raised my critical awareness of weaknesses, regarding the teacher's performance in the first stage of the fieldwork. A retrospective look at the pre-session of the pilot study shows that generally the questions asked of the learners seem to follow a unified standard, with one exception, the third learner. It might have been fruitful, in terms of fostering speaking, if the teacher had tailored the questions to the learners' specific likes, previous experiences and genders. This was partly done, when the teacher explored Filipe's liking for football, by asking him further questions, related to his interests, thus extending the child's language (Cazden, 1983). Another question raised here has to do with reactivity. I overheard Joana, the first learner, in the pilot study saying, before being questioned, that she was quite nervous. If the teacher had attended to the local conditions where the learning situation was taking place (Bax, 2003), giving her more psychological support, she might have done better. And there is also the negative attitude towards learning, evidenced by Sara, the third learner. In the pilot the teacher could have responded to this, by reinforcing her assistance to her and using more techniques of frustration control.

As a result of my reflection of my work in the pilot, my readings on contextual issues and school records, I designed tables intended to provide information on the criteria used to select the focus learners of the main study. These are shown below.

### 3.3.3.2- Selection of focus students in the main study

Learner	What may make him/her seen as an underachiever	Evidence	What they need	Other relevant information	Evidence
Learner 1 Helderisio	<ul style="list-style-type: none"> <li>Unexplored potentialities in terms of speaking</li> <li>Overemphasis on grammatical competence and its consequent overloading with summative tests</li> <li>Failure to do the homework</li> </ul>	<p>Classroom observation; interview with student</p> <p>Test format</p> <p>Teacher records</p>	<p>Reinforced assistance to foster communicative skills</p> <p>Less emphasis on grammatical competence</p>	<p>Lack of the basics of English. The learner just had two years of learning English in his home country</p> <p>A sense of discrimination in relation to other learners</p> <p>Adaptation problems to the teacher's style</p>	<p>Teacher records; interview</p> <p>Classroom observation; interview</p> <p>Classroom observation; interview with student</p>
Learner 2 Inês	<ul style="list-style-type: none"> <li>Lack of vocabulary</li> </ul>	<p>Classroom observation; student's written work; interview</p>		<p>A negative attitude towards the target language</p>	<p>Interview with student</p>
Learner 3 Gisela	<ul style="list-style-type: none"> <li>Lack of vocabulary</li> <li>Poor reading comprehension</li> </ul>	<p>Classroom observation; student's written work interview</p> <p>Summative text; classroom observation</p>		<p>Low self-esteem towards the target language</p>	<p>Classroom observation; interview</p>



Learner	What may make him/her seen as an underachiever	Evidence	What they need	Other relevant information	Evidence
Learner 4 Duarte	<ul style="list-style-type: none"> <li>• Underestimation of a good vocabulary</li> <li>• Failure to do the homework</li> <li>• Poor attendance</li> <li>• Some misbehaviour</li> </ul>	<p>Classroom observation; interview</p> <p>Teacher records / classroom observation / interview</p> <p>School records</p> <p>Teacher records; school records</p>	Reinforced assistance to maximize vocabulary power		
Learner 5 Ruben	<ul style="list-style-type: none"> <li>• Low scores in summative tests</li> <li>• Failure to do the homework</li> </ul>	<p>Test results</p> <p>Teacher records</p>	Less emphasis on grammatical competence	Some difficulties in understanding the teacher	Classroom observation; interview
Learner 6 Inês	<ul style="list-style-type: none"> <li>• Unexplored potentialities in terms of speaking</li> <li>• Failure to do the homework</li> </ul>	<p>Classroom observation; interview</p> <p>Teacher records</p>	Reinforced assistance to foster communicative skills		

### 3.3.3.3- Interview record

- My perceived need to collect information on the learning processes of the focus learners made me design and administer interviews to them. These were administered on October 30, in the school library. This seemed to be the ideal place, as it is very quiet and propitious to taking notes.

I invoked above the specific literature that informed my analysis of the pilot, and suggested new directions and developments of the work subsequently undertaken. I shall now attempt to relate this more clearly to my research interest, which is fostering the speaking of underachievers. Drawing on Vygotskian and Neo-Vygotskian work, I designed teacher mediated scaffolding strategies with a view to move the focus learners out of their 'actual development levels' in and through their ZPDs. In my introduction I passed criticism against the tendency among some teachers of targeting their teaching at a middle-achiever. This orientation may lead them to design methods and use aids, intended to achieve preestablished decontextualised objectives. These methods may serve well the needs of some learners, though they may fail when applied to others. In section 2.5 I reviewed research by Bax (2003) and Leung (2005), which advocates the use of a context-sensitive approach meaning one that attends to contextual information about the study setting and its participants, such as their learning needs, styles and strategies. It is important to remember the classroom context of my studies and the pervasive effects of reactivity on the learners. The interviews I designed were intended to get information on the focus learners' learning processes (learning difficulties, communicative skills/weaknesses, their interactions with past English teachers) so as to adapt the strategies to be used in the main study to their learning needs, styles, and previous experiences. I would classify the interviews as semi-structured as the predetermined set of questions to be asked from the learners was subjected to some additional questions suggested in situ by the course of the interview. This applies to learners 1 and 4.

Due to the language level involved, the interviews were administered in Portuguese and the paraphrase in English below is based on detailed notes I took at the time. Contextual factors contributed to this choice. Unlike the classroom interactions it was possible to interrupt the learners whenever requests for clarification or additional questions were needed. Moreover, this method of collection was more conducive to face-to-face encounters and avoided the obtrusive effects involved in audio-recording. My perceived initial fearst about the risks of reactivity involved in the use of that method of data collecting had been reinforced by the teacher's plea in the pilot. On translating the interviews, I tried to reconcile the letter and spirit of what has been said as much as possible.

### LEARNER 1- Helderísio

1- What might be difficult about learning English?

Answer- Lack of the basics of language.

2- What do you think might help you?

Answer- If I ask my classmates for help they won't help me.

3- Did your previous English teachers give to you the attention you needed?

Answer- My previous teacher gave to me the attention I needed and she taught well. This year the teacher sticks to English.

Additional question- Why don't you ask for help?

Answer- Not to interrupt her.



- 4- Were you given enough opportunities to talk in English in the lessons?  
Answer- I got more opportunities in the previous year. I wish the class were more united.
- 5- How would you rank your vocabulary power? (In a scale of very good, good, fair, barely fair and poor. This was presented to the students verbally)  
Answer- Fair.
- 6- Are you better at speaking, writing, reading or listening?  
Answer-Listening.

### LEARNER 2- Gisela

- 1- What might be difficult about learning English?  
Answer- Poor writing skills, poor vocabulary.
- 2- What do you think might help you?  
Answer- More writing. Reading more texts.
- 3- Did your previous English teachers give to you the attention you needed?

Answer- In the 5<sup>th</sup> form everything was fine, the teacher stuck to English and we got used to it. In the 6<sup>th</sup> form things changed for worse, as the lessons were in Portuguese.

- 4- Were you given enough opportunities to talk in English in the lessons?  
Answer- Yes, but I got out of practice, I went off speaking in English.
- 5- How would you rank your vocabulary power? (In a scale of very good, good, fair, barely fair and poor)  
Answer- Fair.
- 6- Are you better at speaking, writing, reading or listening?  
Answer- Listening. I am bad at writing.

### LEARNER 3- Inês Cerqueira

- 1- What might be difficult about learning English?  
Answer- Writing, due to a poor vocabulary. Sometimes I don't understand the texts.
- 2- What do you think might help you?

Answer- The teacher should set more dictations. We should use the dictionary, when reading a text.

3- Did your previous English teachers give to you the attention you needed?

Answer- In the 5<sup>th</sup> form the teacher did not use to teach too fast. In the 6<sup>th</sup> form some pupils misbehaved themselves. I think that things are improving this schoolyear with this teacher.

4- Were you given enough opportunities to talk in English in the lessons?

Answer- In the 7<sup>th</sup> and 8<sup>th</sup> forms I got more chances of speaking. The teacher stretched our capabilities.

5- How would you rank your vocabulary power? (In a scale of very good, good, fair, barely fair and poor)

Answer- Barely fair.

6- Are you better at speaking, writing, reading or listening?

Answer- Listening.

#### LEARNER 4- Duarte

1- What might be difficult about learning English?

Answer- It's my fault. I didn't work hard enough.

2- What do you think might help you?

Answer- Working harder.

Additional question- Don't you like participating in the lessons?

Answer- No, because I don't pay attention.

3- Did your previous English teachers give to you the attention you needed?

Answer- Yes, they did, I'm not blaming them. I do not work hard enough.

4- Were you given enough opportunities to talk in English in the lessons?

Answer- Yes, but I didn't get involved in the lessons.

5- How would you rank your vocabulary power? (In a scale of very good, good, fair, barely fair and poor?)

Answer- Barely fair.

6- Are you better at speaking, writing, reading or listening?

Answer- Speaking.



LEARNER 5- Ruben

- 1- What might be difficult about learning English?  
Answer- Short attention in the last schoolyear, and I didn't work hard enough.
- 2- What do you think it might help you?  
Answer- Participating more in the lessons.
- 3- Did your previous English teachers give to you the attention you needed?  
Answer- Not in the 6th form and the first time I attended the 7th form, the teacher missed a lot. Things improved last year when I completed the 7th form.
- 4- Were you given enough opportunities to talk in English in the lessons?  
Answer- Yes, I was given enough opportunities to talk in English in the lessons.
- 5- How would you rank your vocabulary power? (In a scale of very good, good, fair, barely fair and poor?)  
Answer- Fair.
- 6- Are you better at speaking, writing, reading or listening?  
Answer- Speaking.

LEARNER 6- Inês Gomes

- 1- What might be difficult about learning English?  
Answer- Some misbehaviour problems, lack of involvement in the lessons, sometimes I don't do the homework, and also a poor vocabulary.
- 2- What do you think might help you?  
Answer- Remedial classes, it would help me to concentrate.
- 3- Did your previous English teachers give to you the attention you needed?  
Answer- Yes, they did.
- 4- Were you given enough opportunities to talk in English in the lessons?  
Answer- Not really. The teacher should have increased the answering time.

- 5- How would you rank your vocabulary power? (In a scale of very good, good, fair, barely fair and poor)  
Answer- Fair.

These interviews helped me to get a better profile of the focus learners, in terms of their needs, difficulties and personal histories regarding the learning of English. The information collected on them was later used in my planning of the scaffolding strategies I advised the teacher to use, in the training session.

#### 3.3.3.4- The teacher's teaching style

After choosing the teacher to work with I had a meeting with her where I interviewed her on her teaching style. The interview was administered orally in English like the previous one. I noted down the answers provided by the teacher, going back and checking for confirmation, whenever that was needed. It is reproduced below.

- 1- Do you work in group or individually?

Answer- That depends on the task. I encourage pair-work as it gives the weakest students a chance to be helped by the better ones.

- 2-How do you develop communication?

Answer- The textbook adopted is informed by a communicative approach to language teaching. The contents include language functions (talking about hobbies, expressing likes and dislikes, describing past actions, talking about food, describing clothes and fashion styles). There are communicative tasks such as quizzes, class surveys, and lead-in activities, in the form of pre-questions, related to a text. One example of these is asking the students questions about their past summer holidays, before the reading of a text, where a girl describes her summer experience. I often set pair-work and sometimes I do role-playing or hand out cards with clues.

- 3-What kind of questions do you usually ask?

Answer- Factual questions to the weakest students, you need to attend to the language level and standards of the class. I only ask more cognitively challenging questions from the best students of the class. Sometimes, after questioning them, I repeat the questions to the weakest students to see if they get there.

While there may be a mismatch between what people say and what they do, I surmised from the teacher's responses that she seemed to have adopted a communicative approach to teaching, evidenced by the language functions she highlighted and the communicative tasks she mentioned. It also emerged from this interview that she valued pair-work. The two familiarisation visits provided me with more feedback needed to characterise the teacher's style.



In the following lines I will describe the steps of the familiarisation visits whose aims were described above.

The first lesson took place on October 23, 2008 in the overall context of one ninety-minute long lesson, focusing on hobbies, one of the topics of the curriculum set for the 8<sup>th</sup> form. It is summarised below.

**Summary-** Listening activities.  
Favourite hobbies.  
Open questions.  
Completing sentences.  
Answering questions.

The teacher initially introduced me to the class, by asking the pupils jokingly if I was their new English teacher. After that the teacher expanded the following diagram on the board:

baseball

basketball

Hobbies of American teenagers

using the Internet

going to the  
cinema

playing computer games

Then she asked the following questions from the whole class:

- . Which of these hobbies do you consider the most important?
- . Why do you like these activities? What do you think about them?

The following answers were provided:

- . Listening to music is relaxing.
- . Everybody likes going to the cinema.

She then asked the following questions:

- . Which of these hobbies do you like?
- . Why do you like these hobbies?

After that the teacher set a listening activity. She first elicited vocabulary from the whole class. She played a tape where an American teenager spoke about her hobbies. After the first listening the teacher asked about the gist of the text. As no answer was provided, she recast the question into: "What is she talking about?". She then played the CD for a second time. This time the students were asked to do a multiple choice task. This was followed by the correction of the exercise from the whole class.

After this listening exercise the teacher set an open dialogue from the textbook about hobbies. This involved the students formulating questions on likes and their reasons as well as expressing opinion on their importance. The open dialogue was followed by a sentence completion, as shown below.

- . My hobby is.....
- . I started my hobby when.....
- . I do my hobby in/at.....
- . To do it I need.....
- . I enjoy my hobby because.....

The second lesson took place on October 30. It is summarised below.

**Summary-** Remedial work.

Pair-work.

Oral practice.

Types of music.

Expressing likes and dislikes.

Personal pronouns- object/ subject forms.

The teacher wrote on the board exercises where the students were supposed to fill in blanks with the right forms of the present simple of verbs given in brackets, as shown below.

1. She.....dancing. (not like)
2. He.....a sister. (to have got)
3. Peter.....everyday. (to study)
4. They..... at 7 o'clock. (to get up)
5. We.....writing letters. (not like)

The exercises were solved on the board, with the teacher interacting with the whole class. After that the teacher wrote on the board sentences for the students to complete with the right forms of the present continuous. These are shown below.

1. She.....Japanese now. (to learn)
2. They..... at the moment. (to dance)
3. What.....he.....? (to do)
4. He.....in London this week. (to stay)

After that the teacher set pair-work. The students interviewed each other on their tastes in music. They were to follow a pattern, as shown below.

A- I really like listening to hip-hop. What about you?

B- I don't like it, I find it rather noisy, but I'm very fond of dance music.

After that the teacher entered on a table on the backboard verbs used to express likes and dislikes, followed by gerund:

- . to be keen on + ing
- . to be fond of + ing
- . to hate + ing
- . can't stand + ing



After that the teacher introduced the object personal pronouns, giving examples of them (look at *her*; I'm playing with *him*). The students then were given cue cards to practise those pronouns.

While it is a bit risky to extrapolate from observation of two lessons, they permit me to reach a tentative conclusion: the teacher showed an inclination to two kinds of interaction, i.e whole-class and pair-work, to the detriment of working with individual learners.

### 3.3.3.5- Data collection

The main tool used to gather data for the study was audio-recording. On this occasion, in contrast to the pilot, the teacher concerned was happy to have her classes recorded. This has been complemented by the interviews I administered to the learners after the first class observation. Studies of this nature involve interactive aspects that are not directly observable, and this second method of data collection proved to be useful in this regard.

### 3.3.3.6- Ethical and methodological issues

It is well-known that there are tensions and dilemmas that are intrinsic to the researcher's role. These may emerge at various stages of the research process.

I was aware that the study might interfere with the teacher's personal and professional life. It was not too easy to set up the meetings and sessions we had to hold, outside school. The teacher had a busy agenda and the class only had two lessons a week. The intention was meeting my research interest, without too much sacrifice for the teacher, which implied a lot of negotiation. As earlier stated, the choice of the target learners also involved a compromise between my notion of underachievement and the teacher's decision. My realisation that the boy from Cape Verde needed more attention and the consequent decision to recommend his inclusion in the study troubled my mind. I felt that telling her honestly about my reasons might hurt her professionalism. I opted for telling her that I had realized through classroom observation that the boy seemed to have developed a negative attitude towards English.

Reactivity is almost unavoidable. A context sensitive approach to language (Bax, 2003) urges us to attend to the local conditions where the learning situation takes place as well as the individual characteristics of the learners. I have discovered that these factors intervened in the interactions. Learner 5 (Ruben), who told the teacher, in the study that he did not trust anybody (Pilot Appendix 5A, lines 60-61) told me that he did not like being questioned and taped, in front of the class. That made me ask the teacher to attend to that plea, which she in fact did. But this added to the ethical problems raised above. Again, I was confronted with a dilemma. After the teacher granted that learner the permission he had asked for, another one (Duarte, learner 4) complained and invoked a right to be treated similarly. The teacher refused his request. While I realized I should be cautious and not interfere on 'foreign ground', I felt that procedure constituted a violation of the principle of equity.

I sought the learners' permission to be researched in my main research. Also, as referred in subsection 1.5, I explained to the focus students the purposes of the studies (promoting their self-confidence and communicative skills in English), while I attempted not to defraud them, by telling them that the studies might not grant them a PASS at the end of

the school-year. I also told the learners that the results of the studies would be made public in England. I have not sought the learners' parents permission. Crosscultural questions interfered here. While I recognise the BERA stipulations, I thought it would not necessarily be customary to contact the parents of the students who were helping in research in Portugal. Besides, as done in the first strand of the study I informed the students about the aims of the study, and attempted to ensure that they were to participate and did not suffer any discomfort.

Another question that arises here has to do with the anonymous treatment of participants' data. An inquisitive reader may want to know the reasons why I did not use pseudonyms in the main study. While I complied with this procedure in the pilot, I did not conform to it in the main study. Again crosscultural questions interfere here. When I asked the learners if they minded that the results of the study would be reported to the relevant parts in England they seemed amused and answered, saying they didn't. Also the teacher being studied showed some surprise when I approached the question of retaining anonymity. These reactions made me infer that there seemed to be differences in the ways questions of this type are viewed in Britain and in Portugal. My concern to reduce the effects of intrusion made me ask the teacher in the main research to attend to the plea made by one of the focus learners not to be questioned in front of the class.

### 3.3.3.7- Account of the pre-session

The session took place in the overall context of a ninety-minute long lesson.

As previously noted the aim of this subsection is to summarize the scaffolding provided by the teacher in the pre-session of the main study. I shall look at the details in the next chapter. The tables I incorporated in the appendixes may provide a more inquisitive reader with detailed information on the work I conducted in this area. They indicate clearly the scaffolding used in both strands of the study as well as the missed opportunities.

Unlike the pre-session of the Pilot Research Study, the teacher initiated the interactions with greetings (Biber et al, 1999). Examples of these were 'Hi!' and 'Good afternoon'. There was just one exception (Main Study, Appendix 6A, p.1, line 2). Another scaffolding strategy used by the teacher was framing devices (Van Lier, 1988). Instances of these were 'Now' and 'Let's talk'. The teacher incorporated in her discourse backchannels (Van Lier, 1988), acting as turn lubricators, to signal approval or understanding. These fall into the inserts, called 'response forms' by Biber et al (1999). One example of these was 'uh uh'. Another response form the teacher used was the interjection 'Okay', fulfilling the function of assent (Biber et al, 1999). The teacher made appropriate use of a knowledge marker (Mercer, 1995), which corresponds to the second variant of discourse markers, in Biber et al's (1999) terminology. This (well done!) marked as right pupils' responses, signalling an interactive relationship between speaker and hearer. One oral practice used a few times was checking for confirmation. The extracts also contain examples of careful, clear enunciation (Edwards and Mercer, 1987). Another oral practice used by the teacher in the study was latched modelling (Walsh, 2002) Finally the teacher used peer scaffolding. The use of scaffolding by the teacher in this session shows that she was familiar with some techniques from her teaching experience and was used to incorporate them in her teaching practice.

### 3.3.3.8- Training session



On the 22<sup>nd</sup> of February 2008 I had a briefing with the teacher I worked with to build in some strategies on the basis of what I had observed as a researcher. Prior to this I had handed in to her the transcripts of the pre-session and asked her to look into the parts where the learners had not performed well and think about possible ways of scaffolding them.

I thought that further discussion of scaffolding possibilities should be complemented by concrete examples. To meet this end I showed the teacher the chunks where I had identified missed opportunities and suggested ways of scaffolding the learners. In particular I explained that she tended to provide self-supplied answers to questions, that questions eliciting yes/no answers should be avoided and I recommended her to replace some wh-questions by 'Tell me about...' requests for information, with a view to stretching the linguistic output of the students. I also advised the teacher to address questions that had not been met with successful answers to other learners, and to draw upon modelling. Another form of feedback for which I opted for consisted in giving her a list of scaffolding strategies, which I felt could be productively used in the post-session of the study. Among these I highlighted modelling, cued elicitation, content feedback and peer scaffolding. Observation carried out during the Pilot had indicated a deficit concerning the use of these strategies. I explained to the teacher that giving the learners examples intended to produce correct answers might lead to positive outcomes. I also advised her to use cued elicitation, in the form of verbal cues in order to induce them into arriving at successful answers. This lecture certainly involved the risk of being patronising, even if the teacher had some teaching experience, but my reflection on the data from the pilot and my wish to obtain further results in the next session urged me to do so.

### **3.3.3.9- Account of the post-session**

The teacher made use of some scaffolding strategies, following my recommendations in the training session. These are listed below. They will be analysed in the section dedicated to the findings of the study.

The teacher initiated the interactions in most cases with greeting forms + vocatives (Biber et al, 1999). There is also evidence of extended wait-time, 3 to 4 seconds, on average. She made use of reformulations (Mercer, 1995) at various points. Cued elicitation (Edwards & Mercer, 1987) was also used for several times. Checking for confirmation (Walsh, 2002) was also used by the teacher at several points. Vertical scaffolding (Cazden, 1983) is also evidenced in this session. Content feedback (Walsh, 2002) was also used. There are also instances of peer scaffolding. Exemplification was used twice. Scaffolding strategies that were used less often were careful clear enunciation, joint speech and gesture scaffolding and parallelism.

### **3.4- Conclusion**

This section has drawn on a range of methodological issues related to my study. I have justified the research design adopted for my classroom studies, a quasi-experimental 'pre and post' research approach, described the different steps of the research process and identified the data collection methods. I also incorporated here a table, where I entered the criteria I used to select the focus students in the main study as well as what I inferred to be their particular needs, from school records and other sources I consulted. This device resulted from my realisation that it was important to attend to contextual factors when conducting research involving classroom talk. The interviews I administered to the focus

learners of the main study also served that purpose. I also provided a brief overview of the pilot and the main studies. In the next chapter I discuss in detail the implications of the findings from the field work.



CHAPTER 4- ANALYSIS of DATA

4.1. -Introduction

This chapter provides a detailed analysis of the findings from the pilot and the main studies. The methodology I adopted to serve this purpose was first to look at extracts where the teachers scaffolded the learners as well as at missed opportunities. This extract analysis was complemented by possible ways offering additional scaffolding..

While this procedure removes the exchanges from their overall context, it enables a focus on their ‘micro-detail’. Subsequent to this I link the exchanges to the IRF teaching mechanism, Gee’s discourse analysis and the grammar of spoken English. I finally draw a brief conclusion on the outcomes of the classroom studies carried out.

4.2. - Analysis of the pilot study

4.2.1-Analysis of the pre-session

Following the methodology presented above I will start by analysing missed opportunities of scaffolding the learners and providing possible ways of doing it.

EXTRACT 1 (Pilot Appendix 1A, lines 7-8)

Teacher- Are you good at Maths?  
Joana- No answer.

Missed opportunity /source of difficulty	Possible scaffolding	Scaffolding criteria
The source of difficulty here could have been the verbal context (Edwards & Westgate, 1994), the construction ‘good’, followed by ‘at’.	Subsequent rephrasing of the question by : “Did you get a four in the Maths test? “.	Reformulation

EXTRACT 2 (Pilot Appendix 1A, lines 9-10)

Teacher- Do you like working?  
Joana- No answer.

Missed opportunity /source of difficulty	Possible scaffolding	Scaffolding criteria
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“ Do you like working? “ does not seem to match the context of the situation (Edwards and Mercer, 1994), since work implies jobs, what you do to earn money.	Rephrasing the question into :” Do you like studying?” or: “Do you like doing the homework?”.	Reformulation
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EXTRACT 3 (Pilot Appendix 2A, lines 21-23)

Teacher- What time do you usually arrive home?  
Sara- I don’t know.

Missed opportunity /source of confusion	Possible scaffolding	Scaffolding criteria
Here the reference to a ‘situational context’ by the teacher was not met by a positive answer by the student, so speaker and hearer did not arrive at a shared understanding of meaning (Edwards and Westgate, 1994)	Recasting the question in a more accessible way: “What time do you finish school?”, emphasizing <i>what</i> <i>time</i> .	Contingent control of learning. Careful clear enunciation. Highlighting critical features.

EXTRACT 4 (Pilot Appendix 3A, lines 23-24)

Teacher- What do you have for dinner?  
Filipe- For dinner is ‘bitoque’.

Missed opportunity /source of confusion	Possible scaffolding	Scaffolding criteria
Here Filipe’s code-switching resulted from the interference of the cultural context. ‘Bitoque’ (a steak with chips) is a typical dish served in Portuguese restaurants. There is no literal translation for it. The learner’s response was also grammatically not quite	Providing clues to the information needed, either verbally (a steak with...?) or pictorially (drawing a steak with chips on the board). Providing the correct grammatical response.	Cued elicitation  Recasting



appropriate : ‘we have’ rather  
than ‘is’.

EXTRACT 5

Teacher- What do you usually do after dinner?  
Filipe- No answer.

Missed opportunity / source of confusion	Possible scaffolding	Scaffolding criteria
The source of confusion might be the use of the adverb ‘usually’.	Following up the unsuccessful question with a recasting: “What do you normally do after dinner?”	Recasting. Careful, clear enunciation.

This extract analysis in combination with the account provided in section 3.2.3.5 (p.42) shows that there was almost no scaffolding in the pre-session of the pilot and that the teacher provided little support to foster the speaking skills of the target learners. As earlier noted, the only scaffolding strategies used were joint speech and gesture scaffolding (Pilot Appendix 2a, lines 17-19) and vertical scaffolding (Pilot Appendix 3A, lines 12-17)

A look at the structure governing the exchanges shows that it was partly informed by the IRF teaching mechanism. The dialogues were largely made up of elicitations of information, followed by responses, but they deviated from the traditional teaching structure in one important respect. The teacher did not provide feedback after the learners’responses. If she had rewarded valid contributions through the use of knowledge markers (Mercer, 1995) or backchannels (Van Lier,1988), that might have encouraged the learners to keep going.

The questions asked were factual, there was just one why-question (Pilot Appendix 3A,line 9). The teacher was in control of the verbal interactions, she initiated them and kept them within preestablished learning objectives. The learners only had a little scope for initiative through links to their previous experiences.

Gee’s (1999) deep analysis of the influence of the social context on discourse, along with ideological considerations, helped to provide insights into what was said.

“big D” Discourse was present here. Through the interplay between language-in-use and a range of non-linguistic elements, specific social identities and activities were enacted. Teacher’s talk and pupil’s talk interacted with beliefs (the assumed teacher’s belief that teaching, in the form of questioning was intrinsic to the nature of her job and the pupil’s assumed belief that they were supposed to behave in school-like fashion and answer the questions they were asked), feelings (the feelings experienced by the teacher and students during the interactions), symbol systems (semiotics, syntax and morphology rules governing language), gestures and body language. This melding work pulled off recognizable social identities (being and doing a teacher and being and doing pupils) and activities (classroom questioning-based activities). It is clear that, if we watch or hear the interactions we will think or say: “It is a teacher, in the traditional sense, interacting with her students”.

Cultural models (Gee, 1999) also intervened in the interactions. As Gee (1999) pointed out, our conclusions about their work have to be tentative. However, if we follow his recommendation to look at the social practices involved, the institutions where they are inserted and the characteristics of the Discourse in play, we can see that the dialogues have been considerably shaped by school culture and that this cultural model helps us to make sense of the data produced. The teacher mediated between school, the institution she represented and the interactions, implementing a taken-for-granted theory: the need for education, her first thought about was ‘typical’ in a teaching situation. This pattern of behaviour informed (even if unconsciously) and made legitimate the teaching practice in which she engaged. She educated, in the transmission sense, in a way that was not sensitive to the students’ identities and previous experiences. Effective teaching would only have been possible, had she adapted her teaching to the particular needs of the failing students and scaffolded them. This omission left unchanged the unequal distribution of a social good, i.e real learning. The failing students did not have access to the learning held by the ‘good learners’, to the detriment of the principle of educability for all.

4.1.2- Analysis of the post-session

As noted earlier, the teacher made use of some scaffolding strategies in this session. I take a closer look at them below.

EXTRACT 6 (Pilot Appendix 3B, p.1, lines 1-3)

Teacher- It’s your turn now. How are you feeling?  
Filipe- I’m fine, thanks.

Scaffolding used	Scaffolding criteria
The teacher initiated the dialogue using warming-up language.	Openers

EXTRACT 7 (Pilot Appendix 1B, p.2, lines 39-45)

Teacher- Well done! Let’s talk about something else.  
About yesterday, for instance. What time did you  
get up yesterday?  
Joana- I get up at nine o’clock.

Scaffolding used	Scaffolding criteria
The teacher rewarded a contribution by the learner. She made a transition to a new topic.	Knowledge marker Framing device



EXTRACT 8 (Pilot Appendix 1B, p.2, lines 39-45)

Teacher- What's so special about it?  
Joana- Because is big.  
Teacher- is it big? Have you got friends here?  
Joana- yes, at school

**Scaffolding used**

**Scaffolding criteria**

The teacher, after having asked the learner if she liked her school, stretched the learner's linguistic output. This was crowned with success in producing an appropriate answer. Afterwards the teacher extended the learner's speaking once more through further questioning.

**Vertical scaffolding**

EXTRACT 9 (Pilot Appendix 2B,p.1, lines 12-20)

Teacher- What's your favourite subject?  
Sara- Ah listen to music.  
Teacher- Subject. At school.  
Sara- E.V.  
Teacher-Art?  
Sara- Yes.

**Scaffolding used**

**Scaffolding criteria**

The teacher emphasized the word that had created the source of confusion. The learner understood it and code-switched the answer to the question, which was subsequently translated in the target language by the teacher.

Careful clear enunciation  
Contingent control of learning.

EXTRACT 10 (Pilot Appendix 2B,p.2, lines 29-36)

Sara- I listen to music and watching TV.  
Teacher- Uh Uh. So you like, I like watching TV and listening to music.

Scaffolding used	Scaffolding criteria
Short utterances used as turn lubricators, showing approval and understanding.	Backchannels Contingent control of learning

While these extracts show that the teacher considerably improved the scaffolding provided to the failing students, there were still missed opportunities. These are shown below.

EXTRACT 11 (Pilot Appendix 2B, p.1, lines 9-11)

Teacher- Fourteen years old.  
Where do you live?  
Sara- Lisbon.

Missed opportunities/ source of confusion	Possible scaffolding	Scaffolding criteria
Here the question elicited a monosyllabic answer.	Replacement of the question by: “ What’s your address? “	Reformulation

EXTRACT 12 (Pilot Appendix 3B, p.2, lines 49-52)

Teacher- Do you like eating  
out, for instance at  
McDonald’s, Pizza  
Hut?  
Filipe- Yes.

Missed opportunities/ source of confusion	Possible scaffolding	Scaffolding strategies
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## source of confusion

Here there was a missed opportunity of testing Filipe's vocabulary power.

Replacing the question by: "Do you like fast food?" and following it by asking the learner what fast food restaurants he usually went and what he ate there.

Reformulation  
Vertical scaffolding

This analysis shows that the teacher warmed up the atmosphere through the use of openers, evaluated pupils' responses as right through the use of knowledge markers and back channels, used framing devices to mark transitions to new topics, stretched the speaking of all the learners through the use of vertical scaffolding and marked a word as significant through careful clear enunciation. Though the teacher paused more often and for longer than in the previous session, there were occasions when I made a hand gesture, urging her to do so.

By scaffolding the learners the teacher gave them assistance to solve tasks they could not perform on their own (Vygotsky, 1978), thus acting within their ZPDs. This assistance was largely mediated by talk, a psychological tool.

The dialogues were built on the three components of the IRF mechanism, and went beyond assessing the adequacy of the learners' outputs. There was feedback provided to support the learners and encourage them to hold the floor, which served my research interest. Factual questions were integrated in curriculum-defined familiar everyday topics. There was control over the researched learners, but this was needed to maximize the potentialities of the researched students, thus facilitating learning.

As in the first session of classroom observation, concepts from Gee were also at work here. But there were some differences in their nature and effects. The philosophy that interacted with language-in-use differed from the ones that informed the previous session, with effects on the enacted social identities and activities. While in the first session the teacher made use of routinized questioning, apparently believing that that the essence of her job was teaching, in the traditional sense, the use she made of scaffolding, in the post-session rendered that 'normal teaching' into teaching more attuned to the learners' needs and learning processes. This had effects on the social identities and activities pulled off. The researcher and the teacher acted in partnership as scaffolders towards my researcher interest. We used our scientific knowledge to provide guidance that enabled the fostering of the speaking skills of the failing students. The use of scaffolding techniques also pulled off new social activities. The 'normal teaching' routinized questioning which informed the pre-session was replaced by a learning situation of questioning ruled by scaffolding criteria.

There are several cultural models at play in this interaction, with tensions between them. School culture, which played a role in the pre-session, became 'partial and inconsistent' (Gee, 1999). This resulted from the interference and work of a conflicting cultural model: effective teaching, which served the interests of the failing students and. made the distribution of a social good (real learning ) less unequal, to the benefit of the researched learners.

**4.2- Analysis of the main research study**

**4.2.1- Introduction**

This subsection presents a compilation of all the work done on the main research. This includes detailed analysis of extracts and a table of the scaffolding strategies I advised the teacher to use, stating reasons for their selection as well as their relation to the production of spoken English grammar. The table incorporated at the end of this subsection enables the reader to visualise and compare results from the two sessions of the study, by showing the scaffolding strategies used by the teacher ‘pre’ and ‘post’, as well as missed opportunities and possible ways of scaffolding the learners.

**4.2.2- Analysis of the pre-session**

I will start this subsection by analysing extracts where the teacher made use of scaffolding strategies.

**EXTRACT 1 (Main Study Appendix 2A, p.1,line 1)**

Teacher-Good afternoon. What’s your name?

**Scaffolding used**

The teacher started the interaction warming up the atmosphere

**Scaffolding criteria**

Greeting form

**EXTRACT 2 (Main Study Appendix 3A,p.1, lines 64-65)**

Learner- Pais (parents)  
Teacher- Ok. What’s the name of your father?

**Scaffolding used**

The teacher responded to the learner’s contribution, showing approval

**Scaffolding criteria**

Response form, fulfilling the function of assent

**EXTRACT 3 (Main Study Appendix 2A, p.1, lines 38-40)**

Learner- Ah...I get up at 7  
Teacher- Uh, uh. What do you do after getting up?



Scaffolding used	Scaffolding criteria
The teacher responded to the learner's contribution through the use of an interjection.	Backchannel Response form
EXTRACT 4 (Main Study Appendix 2A, p.2, lines 46-49)	
Teacher- What do you usually have for breakfast? Learner- Cereals. Teacher- Cereals.Well done!	
Scaffolding used	Scaffolding criteria
The teacher rewarded a positive contribution by the learner	Knowledge marker Discourse marker
EXTRACT 5 (Main Study Appendix 3A, p.1, lines 23-24)	
Teacher- Listening to music. Let's talk about your friends.	
Scaffolding used	Scaffolding criteria
The teacher marked a transition to a new topic	Framing device
EXTRACT 6 (Main Study Appendix 2A, p.2, lines 57-58)	
Learner- Ah..the bus Teacher- <u>By</u> bus	
Scaffolding used	Scaffolding criteria
The teacher provided the correct form by emphasizing the missing preposition	Careful clear enunciation

EXTRACT 7 (Main Study Appendix 1A, lines 43-45)

Teacher- It's football. Why do you  
like football?  
Why?

Learner- Ah Because...Because it's  
cool.

**Scaffolding used**

**Scaffolding criteria**

The teacher extended the learner's  
speaking by asking him a further  
question and repetition of 'why'.

Vertical scaffolding

EXTRACT 8 (Main Study Appendix 5A, p. 3, lines 99-104)

Teacher-Do you like Maths?

Learner- Yes.

Teacher- What does it mean Maths?

**Scaffolding used**

**Scaffolding criteria**

The teacher asked the learner  
to translate a word to doublecheck  
if he was familiar with it

Checking for confirmation

EXTRACT 9 (Main Study Appendix 2A, p.1, lines 41-42)

Learner- I have a shower

Teacher- You have a shower

**Scaffolding used**

**Scaffolding criteria**

The teacher repeated the learner's  
statement, showing assent.

Latched modelling

Having analysed extracts where the teacher scaffolded the learners, I will now look at missed opportunities, which I discussed with the teacher.



EXTRACT 10 (Main Study Appendix 1A, p.1, lines 28-32)

Teacher- What are your hobbies?  
What are your hobbies?  
Learner- É, Sr.<sup>a</sup> Doutora. (It is)  
Teacher- What are your hobbies?  
Learner- Não consigo (I can't.)

Missed opportunity/ source of difficulty	Possible scaffolding	Scaffolding criteria
The source of difficulty here could have been the word ‘hobbies’.	Rephrasing the question into: “What are the things you like doing”?	Reformulation

EXTRACT 11 (Main Study Appendix 2A, lines 7-10)

Teacher- Have you got brothers or sisters?  
Learner- No.  
Teacher- Are you an only child? Yes or no?  
Learner- No.  
Teacher- Have you got brothers or sisters?  
Learner- No, no.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
It is not clear whether the learner understood the question or whether he was guessing at an appropriate answer.	Following up the question: “Have you got any brothers or sisters?” with another one: “How many people are there in your family?”.	Recasting

EXTRACT 12 (Main Study Appendix 2A, p.1, lines 20-22)

Teacher- Why? Why do you like Lisbon?  
Learner (5)

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
It is not clear whether the	Asking another student the	Modelling

learner did not answer the question because he did not understand it or because of lack of vocabulary.	same question and, should it be crowned with success, addressing it to the failing student once more.	Peer scaffolding
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EXTRACT 13 (Main Study Appendix 2A, p.1, lines 27-33)

Teacher- Do you like English?  
Learner- Yes.  
Teacher- Why? (5)  
Is it important for you to learn English?  
Learner- Yes.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
The teacher provided a self-supplied answer to her question, in the form of another question: “ Is it important for you to learn English?”	Following up the question with some cues: “Because English...”	Cued elicitation

EXTRACT 14 (Main Study Appendix 2A, p.2, lines 54-58)

Teacher- How do you come to school?  
Learner- Ah. The bus.  
Teacher- By bus.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
The teacher opted for direct error correction, rather than a request of speech modification from the student.	Following up the unsuccessful question with another one: “I’ve got a car, so I get to school.... car?, pausing between ‘school’ and ‘car’. In case the learner does not get there, asking the question from another student.	Highlighting critical features Modelling Peer scaffolding

EXTRACT 15 (Main Study Appendix 2A, p.2, lines 59-63)

Teacher- Do you live far or near school?  
Learner- Far.  
Teacher- Far, that’s why you take a bus. Ok.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
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The learner may have guessed the answer, without knowing the meanings of 'far' and/or 'near'.	Following up the question with another one: "How many metres do you travel from home to school?"	Checking for confirmation Modelling
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EXTRACT 16 (Main Study Appendix 3A, p.1, lines 4-7)

Teacher- Do you live with your parents?  
Do you live alone?  
Learner- Yes.

Missed opportunities	Possible scaffolding	Scaffolding criteria
The verbal context ( Edwards and Westgate, 1994) may have interfered. The word 'parents' is a false friend. In Portuguese 'parents' means 'relatives'. Again, it is possible that the learner was not familiar with it.	Alternative elicitation of the type of information requested: "I live with <u>my son</u> , Sebastian. What about you?".	Recasting Careful clear enunciation Modelling

EXTRACT 17 (Main Study Appendix 3A, p.1, lines 12-17)

Teacher- How old are you?  
Learner- Ah (?)  
Teacher- How old are you?  
Learner- (?) No,ah.  
Ai, não sei dizer  
(I can't say it)

Missed opportunities /source of difficulty	Possible scaffolding	Scaffolding criteria
There was a missed opportunity of scaffolding the learner and guiding him towards the requested information.	Telling the learner: " Let's count: ten.....," or alternatively using fingers, signalling counting, or starting from 'seventeen' and breaking it down into 'seven' and teen'	Cued elicitation Gesture

EXTRACT 18 (Main Study Appendix 3A, p.1, lines 25-28)

Teacher-Who is your best friend? (9)

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
The teacher extended the wait-time, after the question she asked was not met by a positive answer.After that the teacher just filled in the gaps.	Reformulating the question into:“Tell us the name of your best friend”.	Reformulation

EXTRACT 19 (Main Study Appendix 4A, p.1, lines 14-16)

Teacher-Why do you like skating?  
 Learner-Is nice.  
 Teacher- Because it's nice.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
The teacher provided direct error correction, following the principle of maximum economy, but it constituted a missed opportunity of making the learner arrive at the correct form.	Following up the question with: “ Listen. Do you like skating?”, and then: “Now, <u>why</u> do you like skating?”	Providing clues to make the learner arrive at the correct form. Careful clear enunciation

EXTRACT 20 (Main Study Appendix 4A, p.3, lines 135-139)

Teacher-Where do you usually eat pizza?  
 Where?  
 Learner- Pizza.  
 Teacher- At Pizza? At...?  
 Ok. Sometimes.

.Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
The teacher did not extend the wait-time after a failed answer. She filled in the gaps instead (“Ok. Sometimes”)	Raising the answering time. Saying: “ At pizza H...?”	Extended wait-time Cued elicitation



EXTRACT 21 (Main Study Appendix 5A, p.1, lines 9-11)

Teacher- What do you think  
about Lisbon?Do you  
like Lisbon?  
Learner- Não sei, Sra Doutora  
(I don't know it)

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
It is not clear whether the learner did not understand the question or whether he did not have opinion about Lisbon.This suggests the need to scrutinize the learner's perceptions.	Following up the question with a subsequent one: "What's your opinion , about Lisbon?". Should this attempt not be successful, the teacher could ask the question to another student	Reformulation Modelling

EXTRACT 22 (Main Study Appendix 5A, p.1, lines 31-35)

Teacher- What time do you get up?  
Learner (5)  
Teacher-What do you usually have  
for breakfast?

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
Despite having extended the wait-time, the teacher did not scaffold the learner to repair a breakdown in communication.	Following up the question with: "from bed" or alternatively : "after sleeping". The teacher could also mime sleeping.	Reformulation Non-verbal scaffolding

EXTRACT 23 (Main Study Appendix 5A, p.2, lines 68-74)

Teacher-How do you define his  
character? How do you  
describe him? Is he a good  
person? Is he good? Is he a  
good friend?  
Learner- Yes.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
The degree of difficulty of the question could be too high. On lines 87/88 the learner complained that he couldn't understand a word of what the teacher was saying. The teacher may have admitted it when she provided self-supplied answers, eliciting yes/no answers (“Is he honest? Straightforward?”)	Alternative elicitation of the type of information requested: “Because he's...?”, “Because he's ni..?”	Cued elicitation

The teacher made use of scaffolding strategies that performed different functions. Greeting forms promoted empathy with the learners. Some were used by the teacher in the session (Main Study Appendix 1A, p.1, line 1, Main Study Appendix 2A, p.1, line 1, Main Study Appendix 3A, p.1, line 1 and Main Study Appendix 4A, p.1, line 1). It should be remembered that the teacher accompanied the use of a greeting form with a vocative, when she addressed the first learner. Among the response forms used by the teacher being observed were the inserts ‘uh, uh’ (Main Study Appendix 1A, p.1, line 11, Main Study Appendix 2A, p.1, line 27 and Main Study Appendix 3A, p.2, lines 65 and 71). These played an interactive function, signalling agreement or confirmation. These short utterances also had the positive implication that the teacher did not hold the floor for too long, in compliance with the principle of economy of time. But there are also instances of the use of ‘OK’ to fill in gaps. On line 23, p.1, Appendix 1A, when the learner did not answer why he did not like Lisbon, the teacher dismissed a learning opportunity, through the use of this insert. Also, on line 151, p.4, Appendix 4A, when the learner provided no answer to a question he had been asked, the teacher uttered ‘OK’, instead of scaffolding him. The use of knowledge markers provided the learners with positive feedback and encouraged them to keep going. Framing devices marked transitions to new topics.

The dialogues under analysis are marked by elements of spoken language that fulfil different functions. There are numerous examples of hesitators (Main Study Appendix 1A, page 1, lines 9 and 44, Main Study Appendix 2A, p.1, lines 14 and 24, Main Study Appendix 2A, p.2, lines 53 and 57, Main Study Appendix 3A, p.1, lines 13, 20, 38 and 43, Main Study Appendix 4A, p.1, line 6, Main Study Appendix 4A, p.2, line 53, Main Study Appendix 5A, p.1, lines 5 and 7, and Main Study Appendix 6A, p.1, line 6). While these hesitators are a mark of dysfluency, they can also be seen as repair strategies the learners drew upon in order to give themselves more time to plan.

A retrospective look at this analysis shows a different employment of the IRF mechanism, in relation to the pre-session of the pilot study. The teacher at several points made use of feedback that deviated from the traditional evaluative paradigm. This accomplished a pedagogical function by supporting the learner and keep him/her going. The use of interjections/inserts such as ‘uh,uh’ also encouraged the learners to keep going. Latched modelling signalled approval or agreement. The teacher rewarded positive contributions by the learners with knowledge markers (Mercer, 1995)/discourse markers



(Biber et al, 1999) twice. She also recast contributions from the learners into more appropriate forms for several times, e.g. ‘Because it’s nice’, as an alternative to ‘is nice’ (Main Study Appendix 4A, p.1, line16), 4), ‘you take a shower’, as an alternative to ‘I shower’ (Main Study Appendix 6A, p.1, line16), and ‘At one o’clock’, as an alternative to ‘Is one one’ (Main Study Appendix 6A, p.2, line 68). While this shows that the teacher provided feedback, not exclusively aimed at displaying knowledge, there were also occasions where no feedback was given and therefore learning opportunities were dismissed (Main Study Appendix 2A, p.1,line23, Main Study Appendix 3A, p.1,line 18, Main Study Appendix 5A, page 1, line 12 and Main Study Appendix 5A ,p.1, line 34).

I will now look at Gee’s work on the influence of the social context on discourse, with a view to discussing its application to this analysis.

“big D” Discourse was at work here. The interplay between language-in-use and a range of non-linguistic elements enacted specific social identities and activities. Teacher’s talk and pupil’s talk interacted with beliefs, feelings, symbol systems (semiotics, syntax and morphology rules governing language, gestures and body language) and this concomitant work pulled off social identities. There is some evidence from the analysis previously made to infer that, unlike the pre-session of the Initial Research Study, the social identities identifiable here are composite and pluralist. As it was shown, there are passages where the teacher taught in the traditional sense, implementing a taken-for-granted theory (the need for education). But there are also passages where she scaffolded the learners, making use of various discourse devices and strategies. So we have opposed social identities- being and doing a teacher, v being and doing a scaffolder. These contrasting roles resulted from the work of two different cultural models- school culture, built on norms and procedures meant to ‘educare’ and its opposite, effective teaching, informed by the principle of educability for all and built on differentiation of methods to meet the particular needs of a group of learners.

#### **4.2.3-** Analysis of the post-session

Following the same methodology I adopted for the analysis of the pre-session, I will start by analysing extracts where the teacher scaffolded the learners

#### **EXTRACT 1 ( Main Study Appendix 1B p.1, lines 1-2 )**

Teacher- Good afternoon, Helderísio.  
Are you OK?

#### **Scaffolding used**

The teacher initiated the interaction with warming up language

#### **Scaffolding criteria**

Greeting form +  
vocative

#### **EXTRACT 2 ( Main Study Appendix 2B, p.4, lines 169-170 )**

Learner- Bus.

Scaffolding used	Scaffolding criteria
The teacher responded to a positive contribution	Response form Backchannel

EXTRACT 3 ( Main Study Appendix 2B, p.4, lines185-186 )

Learner-Yes, I do.  
Teacher- Yes, I do.OK.

Scaffolding used	Scaffolding criteria
The teacher responded to a positive contribution	Response form, fulfilling the form of assent

EXTRACT 4 ( Main Study Appendix 2B, lines 107-108 )

Learner- Ah,ah.Mafalda.  
Teacher- Mafalda.Well done.

Scaffolding used	Scaffolding criteria
The teacher rewarded a positive contribution with feedback	Knowledge marker Discourse marker

EXTRACT 5 ( Main Study Appendix 2B, p.2, lines 73-74 )

Learner- They are unfriendly.  
Teacher- Ok. Now, tell me about your family.

Scaffolding used	Scaffolding criteria
The teacher marked a transition to a new topic	Framing device

EXTRACT 6 ( Main Study Appendix 2B, p.2, line 67 )

Teacher- So you are an only child

Scaffolding used	Scaffolding criteria
The teacher emphasized an	Careful clear enunciation



important expression. She  
also provided an expansion  
on the student's monosyllabic  
'no'

Expansion

EXTRACT 7 ( Main Study Appendix 2B, p.4, lines 147-149 )

Teacher- Very friendly, ni...,ni...,  
ni...,ni...?

Scaffolding used

Scaffolding criteria

The teacher uttered part  
of a word in order to make the  
learner arrive at it

Cued elicitation

EXTRACT 8 ( Main Study Appendix 3B, p.2, lines 18-26 )

Teacher- Do you like Lisbon?

Learner- Yes.

Teacher- Why?

Learner- Prazeres, Prazeres

Teacher- Listen! Helderísio,

Do you like Lisbon?

Learner- Yes.

Teacher- Why?

Learner- Because it's cool.

Scaffolding used

Scaffolding criteria

The teacher addressed  
the unsuccessful question to  
another learner

Modelling  
Peer scaffolding

EXTRACT 9 ( Main Study Appendix 1B, p.1, lines 20-26 )

Learner- My nationality is

It's Cabo Verde Verdian

Teacher- Oh! You were born in Cape Verde. Wow!

Nice beaches there!

Tell me something about your hometown.

Scaffolding used

Scaffolding criteria

The teacher provided a personal reaction to a contribution by the learner

Content feedback

EXTRACT 10 ( Main Study Appendix 3B, p.3, lines 126-128 )

Teacher- Where can you eat hamburgers?  
Learner- McDonald's  
Teacher-McDonald's. Well done!

Scaffolding used	Scaffolding criteria
The teacher repeated the learner's contribution, showing assent	Latched modelling
Having analysed extracts where the teacher scaffolded the learners I will now look at missed opportunities.	

EXTRACT 11 ( Main Study Appendix 1B, p.6, lines 243-246 )

Teacher- What do you do after school?  
Learner- Ah. Uh. Thirteen o'clock.  
Teacher –OK. What time do you go to school?

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
The teacher dismissed a learning opportunity. She did not scaffold the learner to make him arrive at the right answer.	Following up the question with: “ What time does school finish?” and : “ What do you do then/at that time?”	Reformulation

EXTRACT 12 ( Main Study Appendix 2B, p.1, lines 4-8 )

Teacher- Tell me, Gisela, do you live with your parents or do you live alone? Do you live with your parents?  
Learner- Yes.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
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The word 'parents' is a false friend .In Portuguese it means 'relatives'. A behaviourist approach, based on what is directly observable will not doublecheck whether the learner knew the word, or guessed the answer. This suggests the need for srutinizing the learner's perceptions.

Following up the question      Checking for  
with a request for confirmation: confirmation  
“ What are their names?”

### EXTRACT 13 ( Main Study Appendix 2B, p.3, lines 127-136 )

Teacher-Could you tell us something about  
your class? Do you like your  
class?

Learner- Yes, I do.

Teacher- What's so special about it?

Why do you like your class?

Who is your favourite classmate?

Which one do you like best here in class?

Learner- Inês.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
This extract shows that the teacher did not allow wait-time after the questions she posed. She kept interrogating the learner, even though she attempted questions previously asked.	Pausing for longer, potentializing the quality of the learner's contributions.	Extended wait-time. Reformulation.

### EXTRACT 14 ( Main Study Appendix 2B, p.6, lines 247-265 )

Teacher- And what about the  
activities that you like  
doing after school, with  
your classmates, with your  
friends?

What do you usually do?

How do you spend your  
freetime?

Learner- Swimming.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
Again the teacher kept	Raising the answering time,	Extended wait-time

asking question after question,  
without pausing so as  
to enable the learner  
to answer the questions.

potentializing the number and  
quality of the learner's .  
contributions.

EXTRACT 15 (Main Study Appendix 3B, p.6, lines 278-283)

Teacher- Do you know her age (3)?  
How old is she?  
You can't get it, can you?  
More or less? Twenty? Older?  
Learner- Older.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
The teacher missed an opportunity to make the learner arrive at the correct age.	Telling the learner: “ Let’s count: ten, ...,...”	Cued elicitation

EXTRACT 16 (Main Study Appendix 4B, p.5, lines 194-200)

Teacher- Why don't you have a positive  
attitude towards the process of  
learning?  
Sometimes you don't behave  
well.  
You behave badly. Is it true?  
Learner-Yes.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
Though the teacher wanted to question the learner about behaviour problems, she didn't foster his speaking, as she ended up eliciting a yes/no answer. .	Asking the learner: “ What do you think about your behaviour, or alternatively: “ Let’s talk about your behaviour. Give adjectives to describe it”.	Reformulation

EXTRACT 17 (Main Study Appendix 5B, p.1, lines 20-23)

Teacher- Now, Ruben. Is Lisbon a  
beautiful or ugly city?



Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
There was a missed opportunity of displaying the learner's vocabulary .	Telling the learner: " Give adjectives to describe Lisbon" or alternatively: " Is Lisbon bonita (beautiful)? How do you say : " bonita"?"	Recasting Translation Use of the learner's native language

## EXTRACT 18 (Main Study Appendix 5B, p.2, lines 67-87)

Teacher- Do you like this school?

Learner- Ah. Yes.

Teacher- Why?

Learner- (4)

Teacher- Do you like your teachers?

Learner- (3)

Teacher- Who is your favourite teacher?

Learner-Ah.

Teacher- Your favourite teacher?

Learner- Maths.

Teacher- The Maths teacher.

So, you are good at figures. You are  
good at Maths, aren't you?

Learner- Yes.

Teacher- Do you like Geometry?

Learner- Yes.

Teacher- Or do you prefer counting?

One, two, three. Ok. You like Maths.

Missed opportunities/ source of difficulty	Possible scaffolding	Scaffolding criteria
The teacher did well at the outset, the why-question constituted a challenge to keep the learner going and extend his speaking. It is also positive the fact that she paused after asking the question and subsequently broke it down into subquestions. The comment made by the teacher after the learner said who his favourite	Asking the learner: " Why do you like Maths?/ the Maths teacher?"	Reformulation

teacher was ( “So, you are good at figures “) contained a difficult word (figures) which could lead to a breakdown in communication.

EXTRACT 19 (Main Study, p.2,lines 52-58)

Teacher- What do you do in the afternoon? After school?  
after school?

Learner- I’m practise wrestling.

Teacher- I practise wrestling.  
So maybe this is your favourite sport.

**Missed opportunities/  
source of difficulty**

**Possible scaffolding**

**Scaffolding criteria**

The teacher did not extend before reformulating the question.

Pausing, after asking the first question.

Extended wait- time,

This analysis shows that in this session the teacher has taken up the training and used a larger number and more varieties of scaffolding strategies, in comparison with the pre-session. It is important to note that some of them had some positive results in terms of developing the spoken English of the underachieving students. I shall now refer to the interactions in order to substantiate my claim. Unlike the pre-session, all the greeting forms the teacher used to initiate the dialogues were accompanied by vocatives (Main Study Appendix 1B, p.1, lines 1-2, Main Study Appendix 2B, p.1, lines1-2, Main Study Appendix 3B, p.1, lines1-2, Main Study Appendix 4B, p.1, lines 1-2, Main Study Appendix 5B, p.1, lines 1-2 and Main Study Appendix 6B, p.1, lines 1-2). A retrospective look at the analysis of this session shows that the teacher for several times made use of feedback which could fit into ‘supportive holding strategies ‘ (Bliss et al, 1994) or accomplish pedagogical functions. As it was shown, the use of interjections/inserts such as ‘uh, uh’ or ‘OK’ expressed approval or agreement and encouraged the learners to keep going. Knowledge markers/discourse markers such as ‘Well done!, ‘Good’ and ‘Wow!’ rewarded positive contributions by the learners. It is important to note that, unlike the pre-session the teacher made use of positive feedback, in the form of ‘cued elicitation’, by which she articulated the first syllable of a word, or uttered the a word or a segment in order to make the learner complete them. This shows that the teacher provided feedback to facilitate learning or to foster speaking, rather than merely aimed at testing knowledge. But, a look at ‘missed opportunities’ shows that there were occasions where no feedback was given or it was not appropriate. Latched modelling and checking for confirmation were used in a more systematically in this session than in the previous one.

The reader might want to know what techniques were used in this session, which were not used in the pre-session, and with what results Among these I would highlight the productive use of cued elicitation (See Extract 6, p.66) and modelling in combination with peer scaffolding (see Extract 8, p.67). While it is more difficult to assess its efficiency in



terms of fostering speaking, it could be argued the use made of content feedback (See Extract 9, p.67) also added to the innovative marks of this study. I would argue, based on these data that the teacher implemented some of the techniques I had recommended her to use in the training session, with some positive results. But, a look at 'missed opportunities' shows that there were occasions where no feedback was given or was not appropriate.

Like the pre-session of the study, the dialogues under analysis are marked by elements of spoken language that fulfil different functions. There are numerous examples of hesitators. These hesitators originate some dysfluency in the interactions, but they can also function as repair strategies used by the learners so as to gain more time to plan. The teacher used inserts as response forms. An example of these was 'Uh, uh') A similar role was played by the insert 'OK'. But this interjection was also used to fill gaps.

Gee's concepts on the influence of the social context on discourse are at work here. "big D" Discourse is present in the interaction. The interplay between language-in-use and a range of non-linguistic elements enacted specific social identities and activities. Again the teacher played dual roles- being and doing a teacher versus being and doing a scaffolder. The former is present in the passages where she used routinized teaching, in the form of questioning. But the wider use she made of scaffolding, in relation to the pre-session, reinforced the latter, facilitating learning. Effective teaching played a more prominent role in this session than in the previous one and mitigated the effects of school culture.

#### **4.4- Interviews administered to the learners after the main research study**

While I am aware that the work presented here might not meet the expectations of a demanding reader, I believe that it may have made inroads into relatively unexplored areas, namely the scrutinising of learners' perceptions and the importance of context as factors to be taken in account in the analysis of classroom discourse. Contextual references may influence the development of a shared understanding of meaning. Audio-recording was the method of collecting information I used in the main study. Despite its advantages, it proves to be insufficient to capture aspects like the ones I mentioned above. These limitations have to do with the fact that audio-recording is a method of direct observation. The ambiguities and lacunas associated with it suggest the need of triangulation to allow judgements based on observation to be clarified by the participants' own perceptions of the situation (Hargreaves et al 1975, E835 Study Guide, p.98). These interviews resulted from my reflection as a researcher and it is hoped that they make a valid contribution to the investigation of classroom talk.

The interviews reproduced here were conducted orally, and in the learners' mother tongue. Their skeleton structure was uniform and was decided by myself. My choice of the extracts was made during the analysis of the data of the study and was based on weaknesses and

strengths in the learners' performances. The learners were shown the transcripts of the extracts given below and asked to comment on their successes and underachievements. Below I reproduce those extracts. While the analysis of the data did not permit to capture the influence of reactivity on the development of a shared understanding of meaning, the interviews administered to the focus learners after the implementation of the main study provided me with some valid information on that process. Being asked about what had been most difficult about the experiment learners 2 and 3 referred to her fears of making mistakes when talking. In addition to this they also mentioned background noise.

Learner 1

Question 1- What was good about the experiment?

Answer- The teacher spoke more clearly and gave some examples.

Question 2- What was most difficult about the experiment?

Answer- Expressing myself in English, in some parts of the dialogues.

Question 3- Look at this chunk. You did quite well here. What helped you to get there?

Learner 31- I think about Cape Verde.

32- Que tem Cape Verde? ( What does Cape Verde have? )

33- Beach. And vegetables

34- And also 'Sol' ( sun ). Não sei

35- como se diz: "clima quente" ( I don't know how to say 'hot weather' )

( Appendix 1B,p.1)

Answer- This fell within a topic I was familiar with from the lessons.

Question 4-Look at this chunk. The teacher's help did not work out. What did you find difficult? What do you think might have helped?

Teacher 242- Well done!

243- What do you do after school?

Learner 244- Ah.Uh.Thirteen o'clock.

(Appendix 1B,p.6)



Answer- I didn't understand the question. I thought it was about the time.

Learner 2

Question 1- What was good about the experiment?

Answer- It made me understand the teacher better. It made me feel the teacher gave more attention to me.

Question 2- What was most difficult about the experiment?

Answer- My fears of making mistakes when talking. My lack of vocabulary.

Question 3-Look At this chunk. You did quite well here. What helped you to to get there?

Teacher 27- Yes, I do.

28- Is it a lovely one?

29- Yes or no?

Learner 30-Yes.

Teacher 31-Yes.

32-Is it a lovely one?

Learner 33- Yes,I...

Teacher 34- Yes.

35- Is it a lovely one?

36- Yes,.....It.....

Learner 37- Yes,...it is.

(Appendix 2B,p.1)

Answer- The teacher gave me more help.

Question 4- Look at this chunk. The teacher's help did not work out. What did you find difficult? What do you think might have helped?

Teacher 38- Well done!

39- Now, tell me something

40- about your parents.

Learner 41- (3)

Teacher 42- Tell me their age.

43- How old are they?

44- How old is your mother?

Learner 45- Ah

(Appendix 2B, p.1)

Answer-Lack of concentration. Background noise.

Learner 3

Question 1- What was good about the experiment?

Answer- It made me understand the teacher better. It made me speak better in English.

Question 2- What was most difficult about the experiment?

Answer- My fears of talking in front of the class, my lack of vocabulary.

Question 3- Look at this chunk. You did quite well here. What helped you to get there?

Teacher 59- Say in Portuguese,in

60- Portuguese.

Learner 61- Ah, a minha mãe,

62 quarenta (my mother,forty)

Teacher 63- Forty. And your father?

64- So, your mother is forty.

65- What about your father?

Learner 66- Forty-two.

( Appendix 3B,p.2)

Answer- The teacher helped me with my mother's age, that helped me to get to my father's age.

Question 4- Look at this chunk. The teacher's help did not work out there. What did you find difficult? What do you think might have helped?

Teacher 49- Uh,uh.

50- How old is your mother?

Learner 51- (3)

Teacher 52- Your mother? Is she

53- ten years old?

Learner 54- No.

Teacher 55- How old is she?

56- Is she twenty? Thirty?

57- How old is she?

Learner 58- Ah.

Answer- Background noise. I knew how to say my mother's age.

(Appendix 3B,p.1)

Learner 4



Question 1- What was good about the experiment?

Answer- The teacher gave more attention to me.

Question 2- What was most difficult about the experiment?

Answer- Translating some things in English. I have some problems with ages.

Question 3- Look at this chunk. You did quite well here. What helped you to get there?

Teacher 85- Hamburgers,pizza.

86- So, these are things

87- that you can eat where?

88- Where can you eat fast

89- food?

Learner 90- Pizzaria.

Teacher 91- How do you say? There

92- is a brand which is

93- well-known all over

94- the world.

Learner 95- Tele-pizza.

Teacher 96- Pizza...?

Learner 97- Pizza Hut.

Teacher 98- Pizza Hut. Well done!

99- And where can you

100- eat hamburgers?

Learner 101- MacDonald's.

Teacher 102- MacDonald's

103- Do you remember

104- another fast food

105- restaurant?

Learner 106- Burger King.

Teacher 107- Burger King. Wow!

108- Do you go to fast

109- restaurants?

Learner 110- Yes.

Teacher 111- Which ones?

Learner 112- MacDonald's

(Appendix 4B, pp. 2-3)

Answer- I was familiar with fast food because I go to fast food restaurants and also because of some films I see.

Question 4- Look at this chunk. The teacher's help did not work out there. What did you find difficult? What do you think might have helped?

Teacher 1-Hi,Duarte.

Learner 3- I'm quinze (I'm fifteen)

(Appendix 4B,p.1)

Answer- If the teacher had asked me to count, I could have got there. I could say 'twelve' and 'thirteen'.

Learner 5

Question 1- What was good about the experiment?

Answer- It made me understand the teacher better. It made me speak better in English.

Question 2- What was most difficult about the experiment?

Answer- I couldn't understand some questions. In the second session I could understand better.

Question 3- Look at this chunk. You did quite well here. What helped to get there?

Teacher 58- Which sport do you practise?

Learner 59- Handball.

Teacher 60- Handball. When do you practise it?

61- When?

Learner 62- Ah. Monday.

Teacher 63- And...?

Learner 64- Fri...

Teacher 65- Friday.

(Appendix 5B,p.2)

Answer- It was an easy question.

Question 4- Look at this chunk. The teacher's help did not work out here. What did you find difficult? What do you think might have helped?

Teacher 10- Lisbon. What do you think

11- about Lisbon? (3)

12-What's your opinion about

13- Lisbon?

14- Helderísio. Help him.

15- What do you think about

16- Lisbon ?



(Appendix 5B,p.1)

Answer- I couldn't understand the teacher's pronunciation, but I can understand it in written.

Learner 6

Question1-What was good about the experiment?

Answer- It made me more confident about my capabilities.

Question 2- What was most difficult about the experiment?

Answer- My lack of vocabulary.

Question 3- Look at this chunk. You did quite well here.. What helped you to get there?

Teacher 131- Hip-hop?

132- Tell me about your favourite

133- singer.

Learner 134- Ah,ah,Chris.

Teacher 135- Why do you like him?

Learner 136- He's funny.

Teacher 137- Because he's funny.

138- Where's he from?

Learner 139- I...I...

Teacher140- I think...

Learner 141- I think he's from America.

Teacher 142-I see. He's from the

143- USA.

144- Could you tell us the names of

145- some of his songs?

Learner 146- Kiss,kiss.

Teacher147- Kiss, kiss, wow!

148- What's the meaning of kiss?

Learner 149- Beijo (kiss)

(Appendix 6B,p.3)

Answer- The vocabulary was easy. I understood the question.

Question 4- Look at this chunk. The teacher's help here did not work out. What did you find difficult? What do you think it might have helped?

Teacher 26- Tell me about your dream job.

27- What would you like to be in the

28- future?

Learner 29- I don't know.

Teacher 30- You don't know. Don't you

- 31- remember your last answer?
- 32- In the last interview you
- 33- answered something related
- 34- to your future career.
- 35- Don't you remember?
- 36- Don't you like children? Kids?
- 37- Yes.
- 38- So, do you remember?
- 39- Educadora de infância (au pair)
- 40- Au pair. You said it.

(Appendix 6B, p.1)

#### 4.7- Conclusion

In this section I attempt to identify the main gains obtained by the teachers in their interventions. Summarising the findings that have emerged from the analysis of both strands of my research is a complex task for a number of reasons. It involves the risk of seeing what you want to see and the difficulties posed by unavoidable comparisons and quantifications, related to classroom talk. I think it is important to note that this process involves two components: teacher talk and pupils' talk. While the reader concerned with cause-effect relationships may ask for straightforward outcomes, this does not detract from the merit of the teachers' interventions. It seems important at this stage to set out a distinction between main/well-evidenced findings and more tentative/emergent findings. While the former permit to make claims about the efficiency of the teachers' interventions in relation to my research aim of fostering speaking, the latter do not provide ground for direct cause-effect inferences. A retrospective look at the two stages of the pilot indicates that the teacher improved her performance in terms of the use of scaffolding strategies. Among the strategies that, in my opinion led to tentative/emergent findings I would highlight 'task induction', in the form of openers and vocatives as well as response forms, backchannels, response forms fulfilling the form of assent, knowledge markers and framing devices. These strategies performed several functions i.e. warming up the atmosphere and making the dialogues closer to naturally occurring conversation. In sections 2.2.2 and 2.2.3 I presented a rationale for the use of these strategies. They all relate to my research interest, as they invest in the learners' motivation and keep them going. But any attempt of measuring or even evaluating their efficiency in terms of fostering speaking is made problematic due to their speculative nature. Despite these limitations, I would recommend their use in future research, in the interest of replication. A comparison between the two strands of the study also shows improvement in terms of increasing the answering time. I also welcome the productive use of vertical scaffolding with all the learners.

Drawing on the above made distinction, my analysis of the findings indicates that it was possible to identify some well-evidenced findings. This applies in particular to the post-session of the main study. I wish to highlight the use of cued elicitation through the articulation of the first part of a word or the first word of a sentence. This technique was successfully used with Learner 1 (see Appendix 1B, p.4, lines 168-169), Learner 2 (see Appendix 2B, p.2, lines 79-80), Learner 3 (see Appendix 3B, p.3, lines 131-1329), Learner 4 (see Appendix 4B, p.3, lines 96,97). And there was also the use of modelling in combination with peer scaffolding. In my extract analysis of the pre-session I had



recommended the use of those strategies to the teacher (See extracts 12,14,16,20). A retrospective look at my analysis of the findings of the post-session shows that the teacher actually made use of them. Extract 8 evidences the successful use of modelling in combination with peer scaffolding. 'Cued elicitation', 'modelling' and 'peer scaffolding' reflect well co-constructed learning/teaching, where pupils participate actively in their learning processes, under the assistance of their teachers or peers. The skillful use of 'content feedback' made by the teacher (see extract 9) created communicative competence to the exchange, and extended speaking (when the learner commented that Cape Verde had 'vegetables'). This fits well into Vygotskian co-constructed teaching-learning. As it is noted by Cummins(1999), " If teachers aren't learning much from their students, it is probable that their students are not learning much from them (Cummins, J. (1996), cited in "Negotiating Identities: education for empowerment in a diverse society"). Through the use of ' content feedback' and links to the learner's prior experiences, Helderísio, the boy from Cape Verde who had confided me that the teacher did not give him the attention he needed, got empowered. But there were other instances of co-constructed teaching-learning. When, after the learner said he found school boring (see main study, Appendix 4B, p.3, lines 138-202), the teacher challenged him, reminding him that school was part of his world (the playground, his schoolmates, the subjects, the teachers). The teacher's representation of the child as one who had troubles applying himself to his school work (Mehan, 1996) was met with an attempt to mitigate his lack of motivation towards school and invest in one of the learner's multiple identities showing a deficit (school commitment). It appears from these data that we are before an example of negotiated identities (Cummins, 1996). My recommendation made to the teacher to avoid self-supplied answers to questions and questions eliciting yes/no answers has been met with a positive response.

In the next chapter I draw on my data analysis findings with a view to identifying missed opportunities in terms of scaffolding strategies, and considering future research directions emerging from my studies.

## **CHAPTER 5- DISCUSSION CONCLUSION**

### **5.1- Introduction**

It has been a long journey since I embarked on my enterprise of exploring an aspect of Vygotsky's theory of talk and learning, with a view to applying it to educational practice. As previously noted, my research was exploratory. And it was exploratory because my interest was in discovering what might be learned in relation to English as a second language learning from particular data (Open University, 1996). This implies that the idea I was researching was just a working hypothesis, which should not be taken for granted, but rather as needed to be validated through evidence.

This constituted an on-going process, made up of reading, fieldwork undertaken to test my research ideas, followed by further reading and refinement. I have now reached the point where I shall take stock of all the work carried out and discuss its implications for policy and practice. The pilot, besides being the first bridge between theory and practice, enabled me to trial the research methods, required by the pre and post design I adopted and to refine my research focus. It paved the way to the main study, where my initial analytical framework was expanded and systematised.

Despite having been a gratifying experience, my study presented some challenges. Measurement problems, involved in assessing oracy can affect the self-evaluation of all the work undertaken along these years, and there is also the risk of being partial and seeing what you want to see. The reading done along these years included a vast number of topics. While I identified at the outset the main conceptual framework of my study, the task of ordering in importance other concepts and theories, when applying them to the research studies presented many challenges.

In the next section I take a closer look at the gains obtained as well as its shortcomings in the complex process of putting theories into practice, evaluate my research methods and consider the educational implications of my research as well as future research directions emerging from it.

### **5.3- Methodological reflection and future research directions**

This chapter draws practical classroom issues with methodological orientations in order to provide an overview of the contribution of my research to both practice and theory. Despite having conducted two different research studies, involving two different strands, they are interrelated. I think the ideal approach must match up two driving-forces: continuity and change. It is thus important to look at the results obtained in the pilot to see then how they influenced the main study and with what results. My research aim was to foster speaking of underachievers, drawing on expansion of their ZPDs and the use of specific scaffolding strategies by their teachers. This self-evaluation must be context-based: the research addressed English as a second language learners interacting in the classroom. It involved a number of sensitive issues such as crosscultural ethical differences, methodological clashes, complex interpersonal relationships and asymmetrical positions.

The research methods I used were diverse and subjected to refinement. Note-taking, which was used in the pre-session of the pilot has been abandoned, giving way to audio-



recording. While I have to admit that this method was more reliable, in terms of guaranteeing a deeper data-gathering, that does not invalidate my earlier stated fears that the behaviour of the researched learners might be affected by reactivity. Investing more in interpersonal relationships could be a way of dealing with this problem. The table I designed to present the criteria used to select the focus learners of the main study and the interviews I administered to them captured important contextual aspects, involved in the collection and analysis of the data from the classroom studies. The interviews I conducted may make a contribution to research on the contextualization and interpretation of classroom talk. As such they represent my growth as a researcher, in the interest of innovation and replication. The importance of context to capture the intricacies of classroom discourse is a very sensitive area. While I did some work here, there is more work to be done here, expanding it and making them more systematised. I will return to this issue further down.

There are also indications that concepts approached in my literature review were at work along the different stages of the fieldwork. Through scaffolding the teachers acted within the learners' ZPDs and fostered their speaking skills. Though it is difficult to separate the teachers' interventions from their outcomes, it is important to note that the analysis of classroom discourse involves two components: teacher talk and pupils' talk. Both teachers, in particular the second being researched made skilful use of some scaffolding strategies, even though not all of them were crowned with success.. As discussed in chapter 4, section 4.7, we need to make a distinction between tentative/emergent findings and main/well-evidenced findings. I can only speculate about the effect of strategies that generate findings of the first type. Among them I would highlight 'task induction', in the form of openers and vocatives, response forms, backchannels, response forms fulfilling the form of assent, knowledge markers and framing devices. The analysis showed that the teachers made appropriate use of scaffolding strategies, in the post sessions of the classroom studies, with some positive outcomes, in terms of warming up the atmosphere, making the dialogues closer to naturally- occurring conversation and giving the failing students psychological support, in several forms: motivation, self-confidence and reduction of anxiety (Krashen, 1991). It is important to note that in the post-session of the main study the teacher has taken up the training and employed strategies that I had recommended her to use. Among these I would highlight the successful use of cued elicitation and modelling. She also made a considerably extensive use of vertical scaffolding, checking for confirmation and latched modelling. These techniques had positive outcomes. Through their use the learners' speaking was extended, it was ascertained if the learner had understood a question he/she had been asked and approval or understanding were shown. Generally both teachers linked the interviews to the learners' previous experiences, one of the pillars of my study, as suggested by the 'what are intended to be simulated everyday situations', exemplified in my research question. Despite the rehearsed character of some of those interventions, there are also pieces of data where there was identity negotiation. As discussed in chapter 4, section 4.7, the empowerment of the learner from Cape Verde through the use by the teacher of 'content feedback' and the teacher's acknowledgement and challenge of Learner 4's lack of motivation towards school in the post-session of the main study show a concern for the human relations side of education, the construction of failure and affirmation or repair of identities. Pausing for longer, after unsuccessful performances by the learners could have been a way of gaining more time to think and act accordingly. Yet, it should also be remembered that talk flows very fast. Confronted with real-time pressure, the teachers may not have had enough thinking time to foster the speaking skills of the learners, in situ.



The work I did throughout these years permits me to conclude that I have harnessed ideas and concepts from theoretical and research literatures, and applied them to the classroom situation and teacher practices, for the benefit of actual students. I wish to remind the reader of some of the complex issues I was confronted with. The interactive aspects involved in classroom talk may affect the results of the type of studies I conducted and render their analyses difficult. My list of scaffolding strategies in Section 2.2.3 resulted from bringing together the theoretical and research literature with my research findings in a particular English as a second language context. The next question I wish to address is interrelated with the self-assessment made in the previous paragraph. Right at the beginning of my dissertation I identified underachievement as the educational problem I wanted to respond and in section 3.2.3.1. I defined 'underachievers' as 'students who may be achieving less than what they are capable of'. The reader may want to know to what extent the researched learners in the classroom studies achieved what they were capable of. While it seems difficult to answer this question in an absolute way, the evidence provided above shows that they achieved more than an increase of teacher attention. The responses to the scaffolding interventions were marked by differentiation. In the pilot Filipe, the third learner performed better than his peers, and in the main study Helderísio, learner 1, Duarte, learner 4 and Inês, learner 6 did better than Gisela, learner 2, Inês, learner 3 and Ruben, learner 5. Joana and Sara, in the pilot and Gisela, Inês (learner 3) and Ruben, in the main study did not respond to the scaffolding interventions in the ways I had hoped. I think that the teacher in the pilot should have invested more to earn Sara's interest and involvement. The student who 'avoided learning' deserved a special treatment, more attuned to her interests and needs, and to make the most of her potentialities. I think that the performances of the last three students I mentioned above did not do justice to the brilliant work done by their teacher. It could be argued that their behaviours might be affected by reactivity, besides I have not seen their subsequent assessment scores. My research shows that the use of scaffolding strategies, no matter how skilful it can be, may not entirely meet one's expectations. The recommendation I can make regarding future directions emerging from my study is: interview the learners on the difficulties they experienced after the pre-sessions. This goal can be achieved by showing them both transcripts of exchanges indicative of successful performances and unsuccessful ones. These interviews should follow the format of those I administered to the researched learners after the post-session of the main study. Though I believe they made inroads in a sensitive area (scrutinising the learners' perceptions), I understand that more work is needed here.

My research focus and its specific context (English as a second language learning in non-English speaking countries) suggested the need to take account of the distinctive features of the grammar of spoken English. This need had some influence on the scaffolding strategies used. The use made by the teachers of response forms, and response forms, fulfilling the form of assent, showed approval to the learners, with the implication that they did not hold the floor for too long. The use made of greeting forms and vocatives to initiate the interactions warmed up the atmosphere and promoted empathy with the learners. It is also important to apply the literature on spoken English to the analysis of the focus learners. Dysfluencies such as hesitations and false starts belong to the distinctive marks of that mode of English and belong to repair strategies speakers turn to, in order to compensate for breakdowns in communication. Native speakers and bilinguals are susceptible to these forms of dysfluent speech. It logically follows that the learners I have in mind (non-native speakers of English in a non-English speaking country) should not be penalized for those dysfluencies.

Unlike the pre-session of the pilot, the other ones were informed by the IRF teaching mechanism. The feedback provided by the teachers was not aimed at testing knowledge,



rather it showed attention, agreement or disagreement, which kept the learners going. My research aim was fostering the speaking of underachievers, who needed encouragement to move forward and have their potentialities maximised. For these reasons evaluating as right their valid contributions was an input for learning and pedagogically correct. I would argue that the control exercised by the teachers in the post-sessions of the studies was not excessive, rather it was needed to facilitate learning. The use made of teacher's questions served well the purpose of facilitating learning. Besides the use of scaffolding strategies worked towards what is referred by Newman et al (1989) as "negotiated scaffolding", informed by a dialectical two-sided relationship between assister and assisted. The learners had some scope of initiative and influenced the course of the interactions, through for example the link to their prior experiences. Through scaffolding routinized teaching has given way to co-constructed and more effective learning, which reduced power asymmetries between learners and their teachers.

This said, there were some factors that had some repercussions on the outcomes. How might things be done differently? Answering this question involves a reference to problems that cropped up. My status of non-participant observer has not permitted to intervene in the interactions. In addition to this, it was very difficult to find time and occasions to meet the teachers without too much sacrifice. Reconciling my research interest with the teachers' timetables and personal lives did not prove to be an easy task. There was also the risk of hurting the teachers' professional pride. In further research the ideal will be to challenge the teachers to take more initiative in the training sessions. That could be attempted by introducing some changes in the working methodology, by showing the teachers extracts where there were missed opportunities and asking them to suggest possible ways of scaffolding. As earlier noted evaluating oracy is not an easy task, as it involves the risk of subjectivity. Consulting other fellow-teachers may be a way of dealing with this problem and lessening its implications. Another challenge posed by my study results from one of its main theoretical foundations: Vygotsky's ZPD. How can unavoidably different ZPDs be measured and compared? The interviews I administered to the focus learners of the main study provided me with important information on the learners personal stories regarding the learning of English. This method could guide replication and be used in further research, with some complementary work. I would recommend consultation of the learners' likes and further personal information with a view to adapt the interviews to their previous experiences and add to their communicative strength.

Comparisons involve the risk of being carried away by personal perspectives. Judgemental comparisons may be pertinent and useful, though they need to be supported by evidence. The criteria for selecting the learners reflect the ongoing process of research and some difficulties in linking theory to practice as well as some constraints that may affect collaborative work between researcher and teachers. As earlier noted (see chapter 3, section 3.2.3.2) the choice of the focus learners of the pilot was made by the teacher being researched. The profile of the learners I had in mind was mainly informed by unexplored potentialities of some underachievers and my research aim of developing those potentialities. While I still believe that the teachers being researched must have a say in the choice of the learners, given their foreknowledge of their students and their learners needs, it is important that the researcher should give them information, with reference to the literature on the notion of underachievers. The tables I designed to provide information on the selected underachievers and what they needed (section 3.3.3.2) testify to my maturation process as a researcher, and I believe they serve well the interests of replication. Although this work could only be done after the choice of the learners by their teacher, this could have been improved by more negotiation with her. This could have been achieved by

showing the teacher the information I collected on the learners, previously chosen by her, and discussing her choice with basis on that information. This discussion might lead to either a ratification of her choice or to adjustments in it, and additionally would give her a better information on the students' needs, which would enable a tailoring of her intervention to those needs.

My initial belief that it was possible to create simulated 'everyday situations' through the interactions was too ambitious and unrealistic. My research question was refined accordingly. The 'simulated everyday situations' have been replaced by 'what are intended to be simulated everyday situations'. In chapter 1, section 1.3. I invoke the classroom context and awareness of the impossibility of creating 'real-life situations' to justify that reformulation and my reference to 'pseudo' real-life situations.

My study constituted an important vehicle for innovation. Scaffolding, one of the main theoretical sources I drew on to implement my research interest can be useful to the educational practice of ESL teachers, in particular those who are interested in fostering speaking on the part of underachieving students, and in making the most of their unexplored potentialities. The common practice of dismissing as hopeless cases students who normally remain silent, after being asked a question denies learning opportunities to the detriment of effective teaching. My research project represented an attempt to explore oral skills of students who may be achieving less than what they are capable of. The classroom studies I carried out showed ways of exploring those skills. I believe that the application of the exhaustive list of scaffolding strategies I described and used can make a valid contribution towards bridging the lacunas that may exist regarding a systematised and theoretically grounded approach to the development of oracy in ESL contexts. It also emerged from those studies that it is erroneous to assess spoken English using criteria from written English. My findings also indicated the important role played by context in capturing interactive aspects involved in classroom talk. I believe that the tables I designed, giving information on the criteria underpinning the selection of the focus students in the main study add to the innovation of my study, as they made inroads in an unexplored area. And the same applies to the interviews I administered to the learners after the conduction of the main study. Further research and dissemination among ESL teachers and teacher trainers may make it more robust and lead to further results to the benefit of educational practice and policy.

My study can also be an important source of inspiration for teacher training. The trainees during this period are more available, in terms of time than permanent teachers, who have a busy agenda. They are, thus in a privileged position to invest more in the training sessions, required to teach them how to use scaffolding strategies in order to achieve more effective learning. The dissemination of my study among the 'Associação de professores de Inglês' (Association of English teachers) of my country can be a vehicle in the implementation of my research focus.



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# APPENDICES



## Table of scaffolding strategies used in the main study

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- Table of the scaffolding strategies used in the before and after sessions of the Main Study.

The tables below show the scaffolding strategies used by the teacher in the pre and after sessions of the Main Research Study, the missed opportunities in both strands and possible ways of scaffolding the learners.

BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
Greeting form + vocative	<ul style="list-style-type: none"> <li>• Appendix 1, Page 1, lines 1-4</li> <li>• Appendix 2, Page 1, line 1</li> <li>• Appendix 3, Page 1, line 1</li> </ul>	On line 12, p.1, Appendix 1, the learner failed to answer the question he had been asked.	<b>Modelling + Peer scaffolding</b>  Asking the question from another student.	Greeting form + vocatives	<ul style="list-style-type: none"> <li>• Appendix 1, P. 1, lines 1-2</li> <li>• Appendix 2, P. 1, lines 1-2</li> <li>• Appendix 3, P.1, lines 2-3</li> <li>• Appendix 4, P.1 lines 1-2</li> <li>• Appendix 5, P.1, lines 1-2</li> <li>• Appendix 6, P.1, lines 1-2</li> </ul>	On lines 243-244, P.6, Appendix 1 the teacher did not scaffold the learner to make him arrive at the right answer.	<b>Reformulation</b>  Following up the question with: "What time does school finish?" and "What do you do then? / at that time"
Greeting form	<ul style="list-style-type: none"> <li>• Appendix 4, P. 1, line 1</li> <li>• Appendix 5, P. 1, line 1</li> </ul>	On lines 28, 29, P. 1, lines 28, 29, the learner failed to answer the question he had been asked.	<b>Rephrasing</b>  Alternative elicitation of the information requested through the question: "What are the things you like doing?"	Response forms / Backchannels	<ul style="list-style-type: none"> <li>• Appendix 1, P.2, line 48</li> <li>• Appendix 1, P.3, line 97</li> <li>• Appendix 1, P.5, line 193</li> <li>• Appendix 2, P.4, line 170</li> <li>• Appendix 3, P.2, line 49</li> <li>• Appendix 3, P.4, line 145</li> <li>• Appendix 4, P.1, line 20</li> <li>• Appendix 6, P.2, line 50</li> </ul>	On lines 12, 18, P.1, Appendix 2 the teacher failed to confirm whether the learner knew the meaning of the word 'alone'	<b>Use of the learner's native language</b>  A more efficient way of checking for confirmation would have been asking the learner to translate 'alone'.



[illegible]



BEFORE - SESSION				AFTER - SESSION			
Scaffolding strategies	Examples of their use	Missed opportunities	Possible scaffolding	Scaffolding strategies	Examples of their use	Missed opportunities	Possible scaffolding
Knowledge marker / Discourse marker	<ul style="list-style-type: none"> <li>• Appendix 1, P.1, line 27.</li> <li>• Appendix 1, P. 2, line 46.</li> <li>• Appendix 1, P. 2, line 62.</li> <li>• Appendix 2, P. 2, line 49.</li> <li>• Appendix 6, P. 1, line 22.</li> </ul>	On lines 55-58, p. 2, Appendix 2 The answer provided by the learner, though displaying vocabulary power, might lead to a breakdown in communication.	<b>Highlighting critical features / peer scaffolding</b>  The teacher could have highlighted critical features, reminding the learner. That, like in Portuguese you need a preposition to state means of transport.		<ul style="list-style-type: none"> <li>• Appendix 4, P.1, line 22</li> <li>• Appendix 4, P.3, line 98</li> <li>• Appendix 6, P.4, line 149</li> </ul>	having recast the question, missed the opportunity of checking whether the learner had understood it.	subsequent one: "Tell us the name of your best friend in class.
				Pausing	<ul style="list-style-type: none"> <li>• Appendix 1, P.1, line 5 (1 second and 2 seconds)</li> <li>• Appendix 1, P.1, line 12 (3 seconds)</li> <li>• Appendix 1, P.1, line 17 (3 seconds)</li> <li>• Appendix 1, P.2, line 77 (3 seconds)</li> <li>• Appendix 2, P.1, line 41 (3 seconds)</li> <li>• Appendix 2, P.2, line 90 (3 seconds)</li> <li>• Appendix 2, P.3, line 102 (3 seconds)</li> <li>• Appendix 2, P.3, line 104 (3 seconds)</li> <li>• Appendix 2, P.3, line 141 (3 seconds)</li> </ul>	On lines 50-63, P.2, Appendix 3, the teacher, although having given some feedback to the learner to make her arrived at the desired outcome, could have used more scaffolding.	<b>Cued elicitation</b>  Asking the learner: "Let's count: twenty, twenty-one, ..."
Pausing	<ul style="list-style-type: none"> <li>• Appendix 1, P.1, line 22 (1 second)</li> <li>• Appendix 2, P.1, lines 20/22 (5 seconds)</li> <li>• Appendix 3, P.1, line 5 (4 seconds)</li> <li>• Appendix 3, P.1 line 8 (1 second)</li> <li>• Appendix 3, P.1, line 25 (9 seconds)</li> <li>• Appendix 3, P.1, line 26 (4 seconds)</li> <li>• Appendix 3, P.2, line 58 (6 seconds)</li> <li>• Appendix 3, P.2, line 68 (2 seconds)</li> </ul>	On lines 4-9, P.1, Appendix 3, the source of difficulty could have been the word 'parents'. This is a false friend, as in Portuguese the word 'parentes' means 'relatives'	<b>Recasting</b>  The teacher could have elicited the information requested by stating (as she did further down): "I live with my son. What about you?"		<ul style="list-style-type: none"> <li>• Appendix 1, P.1, line 12 (3 seconds)</li> <li>• Appendix 1, P.1, line 17 (3 seconds)</li> <li>• Appendix 1, P.2, line 77 (3 seconds)</li> <li>• Appendix 2, P.1, line 41 (3 seconds)</li> <li>• Appendix 2, P.2, line 90 (3 seconds)</li> <li>• Appendix 2, P.3, line 102 (3 seconds)</li> <li>• Appendix 2, P.3, line 104 (3 seconds)</li> <li>• Appendix 2, P.3, line 141 (3 seconds)</li> </ul>	On lines 278-283, P.6, Appendix 3, the teacher an opportunity to make the learner arrive at the desired outcome.	<b>Cued elicitation</b>  Asking the learner to count from twenty.
		On lines 10-18, P.1, Appendix 3, there was a missed opportunity of scaffolding the learner and guiding her towards the requested information. The teacher instead opted for providing a self-supplied answer.	One possible form of making the learner arrive at the correct answer was telling her: "Let's count – ten, ..., "or alternatively using fingers, signalling counting, or starting form 'seventeen' and breaking it down into 'seven' and 'teen'		<ul style="list-style-type: none"> <li>• Appendix 2, P.3, line 102 (3 seconds)</li> <li>• Appendix 2, P.3, line 104 (3 seconds)</li> <li>• Appendix 2, P.3, line 141 (3 seconds)</li> </ul>	On lines 194-200, P.5, Appendix 4, the teacher challenged the learner about his misbehaviour, but has not fostered his speaking, as she ended up eliciting a Yes/No answer.	<b>Reformulation</b>  Asking the learner: "What do you think about your behaviour?" or alternatively: "Give adjectives to describe your behaviour.



BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
	<ul style="list-style-type: none"> <li>• Appendix 3, P.2, line 80 (4 seconds)</li> <li>• Appendix 3, P.3, line 100 (4 seconds)</li> <li>• Appendix 4, P.1, line 6 (4 seconds)</li> <li>• Appendix 4, P.1, line 12 (3 seconds)</li> <li>• Appendix 4, P.1, line 27 (4 seconds)</li> <li>• Appendix 4, P.2, line 43 (5 seconds)</li> <li>• Appendix 4, P.2, line 67 (4 seconds)</li> <li>• Appendix 4, P.3, line 101 (4 seconds)</li> <li>• Appendix 4, P.3, line 117 (5 seconds)</li> <li>• Appendix 4, P.4, line 148 (4 seconds)</li> <li>• Appendix 5, P.1, line 11 (5 seconds)</li> <li>• Appendix 5, P.1, line 22 (6 seconds)</li> </ul>	On lines 25-30, P.1, Appendix 3, although the teacher extended the wait-time (9 seconds + 4 seconds) after the learner failed to answer the question he had been asked and repeated the question that was not met by a positive answer. The teacher then just filled in the gaps.	<b>Reformulation</b>  Following up the question with: "Tell us the name of your best friend".		<ul style="list-style-type: none"> <li>• Appendix 2, P.4, line 190 (4 seconds)</li> <li>• Appendix 2, P.5, line 209 (3 seconds)</li> <li>• Appendix 3, P.1, line 28 (5 seconds)</li> <li>• Appendix 3, P.1, line 32 (3 seconds)</li> <li>• Appendix 3, P.2, line 51 (3 seconds)</li> <li>• Appendix 3, P.2, line 84 (3 seconds)</li> <li>• Appendix 3, P.3, line 110 (3 seconds)</li> <li>• Appendix 3, P.3, line 123 (3 seconds)</li> <li>• Appendix 3, P.3, line 125 (3 seconds)</li> <li>• Appendix 3, P.3, line 130 (4 seconds)</li> <li>• Appendix 3, P.3, line 137 (3 seconds)</li> </ul>	On lines 15-22, P.1, Appendix 5, the teacher missed an opportunity to test the learner's vocabulary power, by classifying Lisbon.	<ul style="list-style-type: none"> <li>• <b>Recasting</b></li> <li>• <b>Use of the learner's native language</b></li> </ul> Telling the learner: "Give adjectives to describe Lisbon" or alternatively asking him: "Is Lisbon 'bonita' (beautiful)?" How do you say 'bonita'
		On lines 5-10, Appendix 4, the teacher checked for confirmation, to ascertain if the learner had understood the question. Yet she hasn't scaffolded the learner towards the desirable outcome.	<b>Cued elicitation</b>  Asking the learner to count from ten.			On lines 67-72, P.2, Appendix 5, the teacher challenged the learner by asking him a why question and she then channelled him towards the desired outcome. Yet the comment made by her ("you are good at figures") contained difficult vocabulary which could lead to a breakdown in communication.	<b>Reformulation</b>  Asking the learner: "Why do you like Maths? / the Maths teacher?"
		On lines 14-16, P.1, Appendix 4, by providing direct error correction, the teacher missed an opportunity of making the learner arrive at the correct form.	<b>Cued elicitation</b>  Following up the question with: "Listen. Do you like skating?" and then "Now, <u>why</u> do you like skating?" emphasizing 'why'.				

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BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
	<ul style="list-style-type: none"> <li>• Appendix 5, P.1, line 24 (3 seconds)</li> <li>• Appendix 5, P.1, line 26 (3 seconds)</li> <li>• Appendix 5, P.1, line 33 (5 seconds)</li> <li>• Appendix 5, P.1, line 36 (10 seconds)</li> <li>• Appendix 5, P.1, line 41 (9 seconds)</li> <li>• Appendix 5, P.2, line 48 (3 seconds)</li> <li>• Appendix 5, P.2, line 51 (9 seconds)</li> <li>• Appendix 5, P.2, line 67 (3 seconds)</li> <li>• Appendix 5, P.2, line 78 (6 seconds)</li> <li>• Appendix 5, P.2, line 82 (2 seconds)</li> <li>• Appendix 5, P.2, line 93 (4 seconds)</li> <li>• Appendix 5, P.3, line 98 (5 seconds)</li> </ul>				<ul style="list-style-type: none"> <li>• Appendix 3, P. 4, line 147 (4 seconds)</li> <li>• Appendix 3, P.4, line 151 (4 seconds)</li> <li>• Appendix 3, P.5, line 196 (3 seconds)</li> <li>• Appendix 3, P.5, line 205 (4 seconds)</li> <li>• Appendix 3, P.5, line 230 (4 seconds)</li> <li>• Appendix 3, P.6, line 278 (3 seconds)</li> <li>• Appendix 3, P.6, line 279 (3 seconds)</li> <li>• Appendix 3, P.6 line 286 (4 seconds)</li> <li>• Appendix 3, P.6, line 278 (3 seconds)</li> <li>• Appendix 3, P.6, line 279 (3 seconds)</li> <li>• Appendix 3, P.6, line 286 (4 seconds)</li> </ul>	On lines 52-58, P.2, Appendix 6 the teacher did not raise the answering time before reformulating the question.	<p><b>Pausing</b></p> <p>The teacher should have extended the wait-time.</p>



BEFORE - SESSION				AFTER - SESSION			
Scaffolding strategies	Examples of their use	Missed opportunities	Possible scaffolding	Scaffolding strategies	Examples of their use	Missed opportunities	Possible scaffolding
	<ul style="list-style-type: none"> <li>• Appendix 5, P.3, line 104 (10 seconds)</li> <li>• Appendix 5, P.3, line 106 (5 seconds)</li> <li>• Appendix 6, P.3, line 127 (7 seconds)</li> </ul>				<ul style="list-style-type: none"> <li>• Appendix 3, P.6, line 288 (3 seconds)</li> <li>• Appendix 3, P.7, line 290 (3 seconds)</li> <li>• Appendix 3, P.7, line 315 (4 seconds)</li> <li>• Appendix 4, P.2, line 63 (3 seconds)</li> <li>• Appendix 4, P.5, line 205 (4 seconds)</li> <li>• Appendix 4, P.5, line 209 (4 seconds)</li> <li>• Appendix 5, P.1, line 3 (3 seconds)</li> <li>• Appendix 5, P.1, line 11 (3 seconds)</li> <li>• Appendix 5, P.1, line 34 (4 seconds)</li> <li>• Appendix 5, P.1, line 40 (4 seconds)</li> <li>• Appendix 5, P.1, line 43 (4 seconds)</li> </ul>		
Careful clear enunciation	<ul style="list-style-type: none"> <li>• Appendix 1, P.2, line 60</li> <li>• Appendix 2, P.2, line 58</li> <li>• Appendix 3, P.1, line 32</li> <li>• Appendix 3, P.1, line 45</li> <li>• Appendix 4, P.3, line 114</li> <li>• Appendix 5, P.1, line 8</li> </ul>						
Vertical scaffolding	<ul style="list-style-type: none"> <li>• Appendix 1, P.1, lines 40-43</li> <li>• Appendix 1, P.2, line 51</li> <li>• Appendix 1, P.2, line 73</li> <li>• Appendix 2, P.1, lines 18-20</li> <li>• Appendix 2, P.1, lines 30-32</li> </ul>						

BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
	<ul style="list-style-type: none"> <li>• Appendix 2, P.2, line 67</li> <li>• Appendix 4, P.1, line 14</li> <li>• Appendix 4, P.1, line 31</li> <li>• Appendix 4, P.1, line 39</li> <li>• Appendix 4, P.1, line 42</li> <li>• Appendix 4, P.2, lines 62-65</li> <li>• Appendix 4, P.3, line 93</li> <li>• Appendix 5, P.1, lines 9-10</li> <li>• Appendix 5, P.1, line 16</li> <li>• Appendix 5, P.2, line 66</li> <li>• Appendix 6, P.1, lines 10-12</li> <li>• Appendix 6, P.2, line 87</li> </ul>				<ul style="list-style-type: none"> <li>• Appendix 5, P.2, line 70 (4 seconds)</li> <li>• Appendix 5, P.2, line 72 (4 seconds)</li> <li>• Appendix 5, P.2, line 74 (3 seconds)</li> <li>• Appendix 5, P.3, line 110 (4 seconds)</li> <li>• Appendix 5, P.3, line 123 (4 seconds)</li> <li>• Appendix 3, P.3, line 139 (4 seconds)</li> <li>• Appendix 6, P.1, line 46 (4 seconds)</li> </ul>		
Checking for confirmation	<ul style="list-style-type: none"> <li>• Appendix 3, P.2, lines 74-75</li> <li>• Appendix 4, P.2, lines 48-52</li> <li>• Appendix 5, P.3 lines 101-104</li> </ul>			Careful clear enunciation	<ul style="list-style-type: none"> <li>• Appendix 1, P.1, line 11</li> <li>• Appendix 1, P.2, lines 53-54</li> <li>• Appendix 1, P.2, line 72</li> <li>• Appendix 1, P.4, line 174</li> <li>• Appendix 2, P.2, line 67</li> <li>• Appendix 3, P.2, line 83</li> <li>• Appendix 4, P.4, line 145</li> </ul>		



BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
Latched modelling	<ul style="list-style-type: none"> <li>• Appendix 2, P.1, line 42</li> <li>• Appendix 2, P.2, line 45</li> <li>• Appendix 3, P.3, line 95</li> <li>• Appendix 6, P.1, lines 6-7</li> </ul>				<ul style="list-style-type: none"> <li>• Appendix 4, P.4, line 157</li> <li>• Appendix 6, P.4, line 157</li> </ul>		
				Vertical scaffolding	<ul style="list-style-type: none"> <li>• Appendix 1, P.1, lines 25,26</li> <li>• Appendix 1, P.1, line 42</li> <li>• Appendix 1, P.1, lines 44-45</li> <li>• Appendix 1, P.2, line 48</li> <li>• Appendix 1, P.2, line 51</li> <li>• Appendix 1, P.2, line 56</li> <li>• Appendix 1, P.2, line 62</li> <li>• Appendix 1, P.2, line 81</li> <li>• Appendix 1, P.3, line 102</li> <li>• Appendix 1, P.3, lines 118-119</li> <li>• Appendix 1, P.4, lines 164-166</li> <li>• Appendix 1, P.4, lines 171-174</li> </ul>		
Transition boundaries of shifts of pedagogic importance	<ul style="list-style-type: none"> <li>• Appendix 2, P.1, lines 35-36</li> <li>• Appendix 3, P.1, line 24</li> <li>• Appendix 3, P.2, lines 82-83</li> <li>• Appendix 4, P.3, lines 106-108</li> <li>• Appendix 4, P.4, lines 140-141</li> <li>• Appendix 5, P.2, lines 52-53</li> <li>• Appendix 6, P.1, lines 23-24</li> </ul>						

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BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					<ul style="list-style-type: none"> <li>• Appendix 3, P.1, line 20</li> <li>• Appendix 3, P.2, lines 69-70</li> <li>• Appendix 3, P.2, line 72</li> <li>• Appendix 3, P.2, line 74</li> <li>• Appendix 3, P.2, line 76</li> <li>• Appendix 3, P.3, lines 116-117</li> <li>• Appendix 3, P.3, line 129</li> <li>• Appendix 3, P.3, line 142</li> <li>• Appendix 3, P.4, lines 154-155</li> <li>• Appendix 3, P.4, lines 167-168</li> <li>• Appendix 3, P.4, lines 188-189</li> <li>• Appendix 3, P.5, line 191</li> <li>• Appendix 3, P.5, lines 194-195</li> <li>• Appendix 3, P.5, lines 199-200</li> <li>• Appendix 3, P.5, line 218</li> </ul>		



BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					<ul style="list-style-type: none"> <li>• Appendix 3, P.5, line 225</li> <li>• Appendix 3, P.6, lines 249-250</li> <li>• Appendix 3, P.6, lines 258-259</li> <li>• Appendix 3, P.6, line 278</li> <li>• Appendix 3, P.6, lines 285-286</li> <li>• Appendix 3, P.7, line 294</li> <li>• Appendix 3, P.7, line 301</li> <li>• Appendix 3, P.7, line 309</li> <li>• Appendix 4, P.1, line 23</li> <li>• Appendix 4, P.1, lines 32-34</li> <li>• Appendix 4, P.1, lines 39-40</li> <li>• Appendix 4, P.2, line 46</li> <li>• Appendix 4, P.2, line 58</li> <li>• Appendix 4, P.2, lines 88-89</li> <li>• Appendix 4, P.3, lines 99-100</li> </ul>		

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BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					<ul style="list-style-type: none"> <li>• Appendix 4, P.3, line 126</li> <li>• Appendix 4, P.4, line 142</li> <li>• Appendix 5, P.1, lines 10-11</li> <li>• Appendix 5, P.2, line 58</li> <li>• Appendix 5, P.2, line 60</li> <li>• Appendix 5, P.2, line 69</li> <li>• Appendix 5, P.2, line 75</li> <li>• Appendix 5, P.2, line 92</li> <li>• Appendix 5, P.3, line 95</li> <li>• Appendix 5, P.3, line 97</li> <li>• Appendix 5, P.3, line 102</li> <li>• Appendix 5, P.3, line 106</li> <li>• Appendix 5, P.3, lines 108-109</li> <li>• Appendix 5, P.3, line 136</li> <li>• Appendix 5, P.3, line 138</li> <li>• Appendix 6, P.1, line 13</li> </ul>		



BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					<ul style="list-style-type: none"> <li>• Appendix 6, P.1, line 15</li> <li>• Appendix 6, P.1, line 24</li> <li>• Appendix 6, P.2, lines 60-61</li> <li>• Appendix 6, P.2, line 73</li> <li>• Appendix 6, P.2, line 85</li> <li>• Appendix 6, P.2, line 91</li> <li>• Appendix 6, P.2, line 93</li> <li>• Appendix 6, P.3, lines 106-108</li> <li>• Appendix 6, P.3, line 113</li> <li>• Appendix 6, P.3, line 128</li> <li>• Appendix 6, P.3, line 132</li> <li>• Appendix 6, P.3, line 135</li> <li>• Appendix 6, P.3, line 138</li> <li>• Appendix 6, P.3, line 144</li> </ul>		

BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
				Checking for confirmation	<ul style="list-style-type: none"> <li>• Appendix 1, P.5, lines 207-209</li> <li>• Appendix 2, P.1, lines 12-14</li> <li>• Appendix 2, P.2, line 46</li> <li>• Appendix 2, P.4, lines 152-153</li> <li>• Appendix 2, P.5, line 233</li> <li>• Appendix 3, P.3, lines 108-109</li> <li>• Appendix 3, P.3, line 140</li> <li>• Appendix 3, P.4, line 146</li> <li>• Appendix 3, P.4, lines 177-178</li> <li>• Appendix 3, P.5, line 296</li> <li>• Appendix 4, P.4, line 168</li> <li>• Appendix 4, P.2, line 92</li> <li>• Appendix 6, P.4, line 147</li> </ul>		



BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
				Latched modeling	<ul style="list-style-type: none"> <li>• Appendix 1, P.1, line 7</li> <li>• Appendix 1, P.2, line 49</li> <li>• Appendix 1, P.3, line 117</li> <li>• Appendix 1, P.3, line 127</li> <li>• Appendix 1, P.3, line 128</li> <li>• Appendix 1, P.5, line 194</li> <li>• Appendix 1, P.5, line 199</li> <li>• Appendix 1, P.6, line 271</li> <li>• Appendix 1, P.6, line 289</li> <li>• Appendix 2, P.3, line 108</li> <li>• Appendix 2, P.4, line 137</li> <li>• Appendix 2, P.4, line 150</li> <li>• Appendix 2, P.4, line 178</li> <li>• Appendix 2, P.6, line 246</li> <li>• Appendix 3, P.1, line 16</li> <li>• Appendix 3, P.2, line 67</li> <li>• Appendix 3, P.3, line 128</li> </ul>		

BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					<ul style="list-style-type: none"> <li>• Appendix 3, P.4, line 164</li> <li>• Appendix 3, P.4, line 174</li> <li>• Appendix 3, P.5, line 202</li> <li>• Appendix 3, P.5, line 216</li> <li>• Appendix 3, P.6, line 277</li> <li>• Appendix 3, P.7, line 301</li> <li>• Appendix 4, P.1, line 18</li> <li>• Appendix 4, P.1, line 32</li> <li>• Appendix 4, P.3 line 98</li> <li>• Appendix 4, P.3 line 102</li> <li>• Appendix 4, P.3, line 107</li> <li>• Appendix 4, P.3, line 113</li> <li>• Appendix 4, P.3, line 122</li> <li>• Appendix 4, P.3, line 134</li> <li>• Appendix 4, P.3, line 179</li> <li>• Appendix 5, P.1, line 6</li> <li>• Appendix 5, P.2, line 49</li> </ul>		



BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					<ul style="list-style-type: none"> <li>• Appendix 5, P.3, line 99</li> <li>• Appendix 5, P.3, line 101</li> <li>• Appendix 5, P.3, line 131</li> <li>• Appendix 6, P.1, line 12</li> <li>• Appendix 6, P.2, line 90</li> <li>• Appendix 6, P.3, line 105</li> </ul>		
				Transition boundaries of shifts of pedagogic importance	<ul style="list-style-type: none"> <li>• Appendix 1, P.2, line 74</li> <li>• Appendix 1, P.2, 3 lines 136-137</li> <li>• Appendix 2, P.5, line 205</li> <li>• Appendix 2, P.1, lines 39-40</li> <li>• Appendix 2, P.3, line 109</li> <li>• Appendix 2, P.4, line 171</li> <li>• Appendix 3, P.1, line 40</li> <li>• Appendix 3, P.2, line 78</li> <li>• Appendix 3, P.3, line 96</li> <li>• Appendix 3, P.3, line 134-136</li> </ul>		

BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					<ul style="list-style-type: none"> <li>• Appendix 3, P.4, line 181-182</li> <li>• Appendix 3, P.6, line 243</li> <li>• Appendix 3, P.6, lines 267-269</li> <li>• Appendix 3, P.6, lines 285-286</li> <li>• Appendix 3, P.7, line 294</li> <li>• Appendix 3, P.7, line 298</li> <li>• Appendix 4, P.1, line 12</li> <li>• Appendix 4, P.1, lines 43-44</li> <li>• Appendix 4, P.2, lines 65-66</li> <li>• Appendix 4, P.3, lines 138-139</li> <li>• Appendix 5, P.1, line 7</li> <li>• Appendix 5, P.1, lines 32-33</li> <li>• Appendix 5, P.2, line 66</li> <li>• Appendix 5, P.3, lines 127-129</li> <li>• Appendix 6, P.1, lines 45-46</li> </ul>		



BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					<ul style="list-style-type: none"> <li>• Appendix 6, P.3, lines 100-101</li> <li>• Appendix 6, P.3, line 124</li> <li>• Appendix 6, P.4, line 150</li> </ul>		
				Reformulation	<ul style="list-style-type: none"> <li>• Appendix 1, P.1, lines 8-19</li> <li>• Appendix 1, P.1, lines 62-66</li> <li>• Appendix 1, P.3, lines 136-142</li> <li>• Appendix 2, P.1, lines 16-17</li> <li>• Appendix 2, P.5, lines 205-208</li> <li>• Appendix 3, P.2, lines 80-81</li> <li>• Appendix 3, P.5, lines 225-229</li> <li>• Appendix 3, P.6, lines 278-279</li> <li>• Appendix 4, P.1, lines 14-16</li> <li>• Appendix 4, P.2, line 69</li> <li>• Appendix 4, P.5, lines 204-206</li> </ul>		

BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					<ul style="list-style-type: none"> <li>• Appendix 5, P.1, lines 10-13</li> <li>• Appendix 5, P.1, lines 32-35</li> <li>• Appendix 6, P.1, lines 18-19</li> <li>• Appendix 6, P.1, lines 26-28</li> </ul>		
				Cued elicitation	<ul style="list-style-type: none"> <li>• Appendix 1, P.4, line 168</li> <li>• Appendix 2, P.1, line 9</li> <li>• Appendix 2, P.1, lines 32-37</li> <li>• Appendix 2, P.2, line 51</li> <li>• Appendix 2, P.2, lines 72-86</li> <li>• Appendix 2, P.4, lines 147-148</li> <li>• Appendix 2, P.4, lines 167-168</li> <li>• Appendix 2, P.5, lines 201-202</li> <li>• Appendix 2, P.5, line 222</li> </ul>		



BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					<ul style="list-style-type: none"> <li>• Appendix 3, P.3, line 131</li> <li>• Appendix 3, P.6, line 253</li> <li>• Appendix 3, P.6, lines 287-292</li> <li>• Appendix 4, P.1, line 9</li> <li>• Appendix 4, P.3, line 96</li> <li>• Appendix 4, P.4, lines 189-190</li> <li>• Appendix 5, P.2, line 47</li> <li>• Appendix 5, P.3, lines 111-114</li> <li>• Appendix 5, P.3, line 124</li> <li>• Appendix 5, P.4, line 143</li> <li>• Appendix 6, P.4, line 152</li> <li>• Appendix 6, P.4, line 157</li> </ul>		
				Modelling	<ul style="list-style-type: none"> <li>• Appendix 2, P.5, line 197</li> <li>• Appendix 2, P.5, lines 225-231</li> <li>• Appendix 5, P.6, lines 274-285</li> <li>• Appendix 3, P.1, lines 17-32</li> </ul>		

BEFORE - SESSION				AFTER - SESSION			
<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>	<u>Scaffolding strategies</u>	<u>Examples of their use</u>	<u>Missed opportunities</u>	<u>Possible scaffolding</u>
					• Appendix 3, P.2, lines 83-84		
				Content feedback	<ul style="list-style-type: none"> <li>• Appendix 1, P.1, lines 22-24</li> <li>• Appendix 1, P.2, line 114</li> <li>• Appendix 1, P.5, line 197</li> <li>• Appendix 1, P.7, lines 296-297</li> <li>• Appendix 3, P.1, line 159</li> <li>• Appendix 4, P.1, lines 36-38</li> <li>• Appendix 6, P.4, line 146</li> </ul>		
				Joint speech and gesture scaffolding	• Appendix 3, P.3, line 96		
				Frustration control	• Appendix 3, P.1, lines 12-13		
				Stretching the learner's linguistic output through a "Tell me about..." directive	<ul style="list-style-type: none"> <li>• Appendix 1, P.1, lines 25-26</li> <li>Appendix 2, P.3, lines 127-128</li> </ul>		



# PILOT STUDY

## TRANSCRIPT

(?)- unclear speech

(.)- brief pause

{ - overlapping speech,

/- rising tone

(black)- transcript uncertain; a guess

(4 sec.)- silence; length given in seconds

\*- use of Portuguese

Hobbies- emphasized



## **Communicative task (pre-session)**

# APPENDIX 1A



Teacher 1 Hello, how are you?

Joana 2 Hello.

Teacher 3 What do you like doing?

Joana 4 Listening music, watch TV.

Teacher 5 What's your favourite subject?

Joana 6 Maths.

Teacher 7 Are you good at Maths?

Joana 8 ( )

Teacher 9 Do you like working?

Joana 10 ( )

Teacher 11 Who is your best friend?

Joana 12 Sara.

Teacher 13 What is your favourite colour?

Joana 14 Green.

Teacher 15 What do you usually have for breakfast?

Joana 16 Milk and cookies.

Teacher 17 What do you prefer- breakfast or lunch?

Joana 18 I prefer having lunch.

Teacher 19 What time do you go to bed?

Joana 20 I go to bed at eleven.

## APPENDIX 2A



Teacher 1 What's your name?

Sara 2 Sara.

Teacher 3 How old are you?

Sara 4 Fifteen.

Teacher 5 Where do you live?

Sara 6 Bica

Teacher 7 What do you like doing?

Sara 8 Listening to music; ( )

Teacher 9 What do you do after school?

Sara 10 \*1

Teacher 11 What time do you usually get up?

Sara 12 I'm get up at seven.

Teacher 13 What do you usually have for breakfast?

Sara 14 Cereals \*3

Teacher 15 What time do you usually arrive at home?

Sara 16 I don't know.

Teacher 17 What do you usually do after school?

Sara 18 Listen music, watch TV.

# APPENDIX 3A



Teacher 1 How old are you?

Filipe 2 I'm thirteen \*1

Teacher 3 What's your favourite subject?

Filipe 4 PE

Teacher 5 What's your favourite colour?

Filipe 6 Red.

Teacher 7 What do you like doing?

Filipe 8 is watch TV, play computer games.

Teacher 9 Why do you like watching TV and playing computer games?

Filipe 10 Because it's fine.

Teacher 11 What's your favourite sport?

Filipe 12 Football.

Teacher 13 Do you play it?

Filipe 14 Yes.

Teacher 15 When do you play it?

Filipe 16 I playing football when I have no lessons and (nothing)

Teacher 17 What time do you have lunch?

Filipe 18 I have lunch at 2.30.

Teacher 19 What do you do after school?

Filipe 20 After school I watching TV.

Teacher 21 What do you have for dinner?

Filipe 22 For dinner is 'bitoque'.

Teacher 23 What time do you usually go to bed?

Filipe 24 I go to bed at 11.

Teacher 25 What do you usually do after dinner?

Filipe 26 \*2



## **Communicative task (post-session)**

# APPENDIX 1B

**Pupil- Joana**

Speaker	Transcript	Transcription notes
Teacher	1 Hello, Joana ; 2 my colleague, Luís 3 Simas told me you 4 made some progress. 5 He doesn't know too 6 much about you. So, 7 tell me – how old are you?	
Joana	8 I'm thirteen years old.	
Teacher	9 Where do you live?	
Joana	10 I'm (?) live in 11 Lisbon.	
Teacher	12 Have you got any brothers or sisters?	
Joana	13 Yes .	
Teacher	14 How old are they?	
Joana	15 Two, two sisters, 16 Monica and Catarina.	
Teacher	17 OK. How old are they?	
Joana	18 Ah, four ah and ...	Hesitation
Teacher	19 Who is four years { old (?)	
Joana	20 and nine(.) four (.) nine 21 years old.	
Teacher	22 Who is four years old? 23 Who?	
Joana	24 Catarina .	
Teacher	25 And nine years old?	
Joana	26 Monica	



Teacher	27 Monica, well done.	
	28 Do you like Passos	
	29 Manuel School?	
Joana	30 Yes.	
Teacher	31 What's so special	
	32 about it?	
Joana	33 Because is big.	
Teacher	34 It is big? Have	
	35 You got friends here?	
Joana	36 Yes at school	
	( ? )	
	37 Yes { uh uh	
	{ do you have a good	
	{ relationship?	
Joana	38 Yes, yes	
Teacher	39 Well done. Let's talk	
	40 about something else.	
	41 About yesterday, for	
	42 instance. What time	
	43 did you get up	
	44 yesterday?	
Joana	45 I get up...	
	46 at nine o'clock .	
Teacher	47 I get. /?	
Joana	48 I got up at	
	49 seven o'clock.	
Teacher	50 Well done. How	
	51 did you come to school?	
Joana	52 Ah (?)	Hesitation
Teacher	53 On foot? By	
	54 car?	

Joana	55 By car.	
Teacher	56 By car. And	
	57 where did	
	58 you have lunch?	
Joana:	59 I have (?)	
	60 lunch in in...	
	61 espere aí que	Portuguese for: "Hang on. I
	62 não consigo	can't say it"
	63 dizer	
Teacher	64 I	
Joana	65 I have lunch	
	66 in (?)	
Teacher	67 At home, at	
	68 home / . what	
	69 did you do	
	70 after school?	
Joana	71 I (.) after	
	72 school (.) watching	
	73 TV and listening	
	74 to music.	
Teacher	75 Not listening	
Joana	76 Lis { I listened to music	
	(?)	
Teacher	77 OK. Did you	
	78 play computer	
	79 games?	
Joana	80 Yes.	
Teacher	81 Yesterday? Uh uh.	
	82 Do you like	
	83 Computers?	
Joana	84 Yes	

Teacher

85 What time did  
86 you have dinner /?

Joana

87 Ah I have (?)  
88 dinner at half  
89 past seven.

Hesitation

Teacher

90 Half past seven?  
91 And what time  
92 did / you go to bed?

Joana

93 I go to bed at  
94 eleven o'clock.

Teacher

95 I I I go I  
96 yesterday I?

Joana

97 went /

Teacher

98 went / well done!



# APPENDIX 2B

## Pupil- Sara

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Sara ., are 2 you ready?	
Sara	3 No	
Teacher	4 No / ? OK 5 How old are you?	
Sara	6 Ah thirteen years 7 old. No. Fourteen (?) 8 years old	Hesitation
Teacher	9 Fourteen (emphasized) Years old. 10 Where do you live?	
Sara .	11 Lisbon.	
Teacher	12 What's your 13 favourite subject?	
Sara .	14 Ah listen to 15 music.	Hesitation
Teacher	16 Subject (emphasized). 17 At school.	
Sara	18 EV.	Portuguese for Art (initials)
Teacher	19 Art?	
Sara	20 Yes	
Teacher	21 And ... 22 you like English?	
Sara .	23 No	

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	24 No Oh, 25 What a pity. 26 How do you 27 spend your 28 freetime?	
Sara	29 I listen to 30 music and 31 watching TV.	
Teacher	32 Uh Uh. So you 33 like, I like 34 watching TV 35 and listening 36 to music. 37 Now, let's talk 38 about your daily 39 routine. What 40 do you usually 41 have for breakfast?	
Sara	42 Ah Ah 8 o'clock	Hesitation
Teacher	43 What do you 44 usually have 45 for breakfast?	
Sara	46 Eight o'clock (?)	
Teacher	47 OK. What do 48 you usually eat 49 in the morning, 50 before going to 51 school, or before 52 coming to school?	
Sara	53 Ah	Hesitation



<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	54 What do you 55 usually eat?	
Sara		No answer
Teacher	56 OK. Don't worry.	
Teacher	57 Do you usually 58 have breakfast 59 at home or at 60 school?	
Sara	61 At home.	
Teacher	62 At home. With 63 your mother, with 64 your father, with 65 your (?)	
Teacher	66 with my grandmother. 68 What's your favourite 69 menu or food? 70 (black) beans	
Sara	71 Broad beans. 72 What do you do in the afternoon?	
Sara		No answer
Teacher	73 After school. 74 What do you do?	
Sara	75 (?) Ah Ah	Hesitation
Teacher	76 What do you do? 77 What do you like doing? 78 How do you spend your freetime?	
Sara		No answer

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	79 When you don't have homework?	
Sara	80 (homework)	
Teacher	81 And in the evening?	
	82 What do you do in	
	83 the evening? When	
	84 you are at home?	
Sara	85	No answer
Teacher	86 What time	
	87 do you have dinner?	
	88 Do you remember?	
	89 What time?	
Sara	90 Ah seven past	Hesitation
	91 eight. Nine.	
	92 Eight. Nine.	
Teacher	93 Eight. Nine.	
	94 When do you go	
	95 to bed? Do	
	96 you remember?	
Sara	97 Eleven o'clock.	
Teacher	98 Well done.	
	99 At eleven o'clock.	
	100 Ok. Well done.	

# APPENDIX 3B



# Pupil-Filipe

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Filipe , it's your turn now. 2 How are you feeling?	
Filipe	3 I'm fine, thanks.	
Teacher	4 How old are you?	
Filipe	5 I'm thirteen years old ,	
Teacher	6 Where do you live? ( . ) 7 Do you live in Lisbon?	
Filipe	8 Yes, I do.	
Teacher	9 Uh uh. Do you like Lisbon?	
Diogo	10 Yes.	
Teacher	11 Why?	
Filipe	12 Because the city is big.	
Teacher	13 OK. And now, tell me 14 something about your interests. 15 What are your favourite 16 freetime activities?	
Filipe	17 My favourite freetime 18 activities is playing 19 computer games.	
Teacher	20 My favourite freetime 21 activity is playing computer games. Which games?	
Filipe	22 Ah Ah games Ah 23 the football.	Hesitation
Teacher	24 Football games? OK. So, 25 do you practise sport, don't you?	
Filipe	26 No	

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	27 No? But, you like 28 football?	
Filipe	29 Yes .	
Teacher	30 What's your favourite 31 football team or player?	
Filipe	32 It's ( . ) Benfica	
Teacher	33 Benfica? Why?	
Filipe	34 Because the team 35 is ah very interested	Hesitation
Teacher	36 very interested or 37 interesting? Let's talk 38 about your daily routine. 39 What do you do everyday, 40 for instance – what time do 41 you usually get up?	
Filipe	42 I usually get up at 43 half past seven.	
Teacher	44 Where do you have 45 lunch?	
Filipe	46 I have lunch at at at	
Teacher	47 At school or at home?	
Filipe	48 At school .	
Teacher	49 Do you like eating out, 50 for instance – at Mc Donald's, 51 Pizza Hut?	
Filipe	52 Yes.	
Teacher	53 Why?	
Filipe	54 Ah Ah because is, 55 the food is good	

Teacher

57 tasty?

58 What do you do

59 after school?

Filipe

60 After school?

61 I study

Teacher

62 I study? And

63 What about the

64 homework? Do you

65 do you homework

66 after or before?

Filipe

67 After

Teacher

68 After? What time

69 do you go to bed?

Filipe

70 I go to bed at

71 eleven o'clock.

Teacher

72 Well done, thank you



# MAIN STUDY

## TRANSCRIPT

(?)- unclear speech

(.)- brief pause

{ - overlapping speech

/- rising tone

(black)- transcript uncertain; a guess

(4 sec.)- silence; length given in seconds

\*- use of Portuguese

Hobbies- emphasized

## Pre-session



**APPENDIX 1A**

LEARNER 1

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Hi, Helderísio, how are you? 2 How are you? 3 How are you feeling? 4 How are you feeling?	
Learner	5 Não sei, Sr <sup>a</sup> Doutora *	* Teacher, I don't know it
Teacher	6 What's your name?	
Learner	7 My name is Helderísio.	
Teacher	8 How old are you?	
Learner	9 Am, I am ah 10 seventeen years old.	Hesitation
Teacher	11 Uh Uh 12 Where do you live?	
Learner	13 Ora bem* (?) seventeen 14 years old (?)	* Let's see
Teacher	15 Where do you live?	
Helderísio	16 Não sei isso *	* I don't know it
Teacher	17 Do you live in Lisbon?	
Learner	18 Yeah.	
Teacher	19 yes?	
Learner	20 I live in Lisbon.	
Teacher	21 You live in? So where 22 do you live (1)? Where do 23 you live?	
Learner	24 I live	
Teacher	25 I live in?	
Learner	26 In Lisbon.	
Teacher	27 Ok. Well done. 28 What are your hobbies? 29 what are your hobbies?	
Learner	30 É, Sr <sup>a</sup> Doutora*	* It is...
Teacher	31 What are your hobbies?	
Learner	32 Não consigo*	* I can't
Teacher	33 You don't know?	
Learner	34 Não compreendo a Sr <sup>a</sup> Doutora*	* I don't understand you
Teacher	35 Do you like sports?	
Learner	36 (?) I like	
Teacher	37 Yes, I do, do you like 38 sports?	
Learner	39 Yes.	
Teacher	40 What is your favourite sport?	
Learner	41 Ah my favourite sport... it's 42 football.	Hesitation
Teacher	43 It's football. Why do you like football? Why?	
Learner	44 Ah Because...Because it's	Hesitation

	45 cool.	
Teacher	46 It's cool? Well done! 47 It's cool. What's your favourite 48 colour?	
Learner	49 My favourite colour. My 50 favorite colour it's... blue.	Hesitation
Teacher	51 Why? Why do you like blue?	
Learner	52 Hey. It's cool.	
Teacher	53 It's cool. Ok. It's cool. 54 Now, tell me about your school. 55 Do you like your school?	
Learner	56 Yeah. (I) like (it)	
Teacher	57 Do you know the name of 58 your school?	
Learner	59 yeah(?) Deixe ver *	* Let me see
Teacher	60 The <u>name</u> of your school.	
Learner	61 The name? Passos Manuel?	
Teacher	62 Passos Manuel. Well done! 63 Is it an old school or a 64 new school? It is old or new?	
Learner	65 (?) It's new school.	
Teacher	66 No, I don't agree with you, it's 67 not a new school. It's an old school. Do you like this school?	
Learner	68 yeah, I like.	
Teacher	69 Yes, I?	
Learner	70 I like.	
Teacher	71 I do. Do you like this school? 72 Yes, I do. 73 Why do you like this school?	
Learner	74 (?) Because it's cool.	
Teacher	75 Because it's cool. So everything 76 for you is cool. 77 Well done. Ok. Helderísio? Well done.	



## APPENDIX 2A

## LEARNER 2

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Good afternoon. What's your name?	
Learner	2 My name is Gisela.	
Teacher	3 Have you got any brothers or sisters?	
Learner	4 No.	
Teacher	5 Are you an only child? Yes or no?	
Learner	6 No.	
Teacher	7 Have you got brothers or sisters?	
Learner	8 No.	
Teacher	9 Have you got brothers or sisters?	
Learner	10 No, no.	
Teacher	11 No, I haven't. You are an only child.	
Learner	12 Yes.	
Teacher	13 Well done. How old are you?	
Learner	14 Ah... twelve	
Teacher	15 Twelve years old? 16 Where do you live?	
Learner	17 I live in Lisbon.	
Teacher	18 Do you like Lisbon?	
Learner	19 Yes.	
Teacher	20 Why (5). Why do you like 21 Lisbon?	
Learner	22 (5)	
Teacher	23 Ok. Let's talk about your hobbies. What are your hobbies?	
Learner	24 Ah. Listening to music, 25 swimming, watching TV.	
Teacher	26 Uh, uh. Ok. Do you like English? 27 Do you like English? 28 Do you like studying English?	
Learner	29 Yes.	
Teacher	30 Why?(5) 31 Is it important for you 32 to learn English?	
Learner	33 Yes.	
Teacher	34 Ok. Well done. 35 Now, let's talk about your 36 daily routine. What time do 37 you usually get up?	
Learner	38 Ah... I get up at 7 o'clock.	
Teacher	39 Uh uh. What do you do 40 after getting up?	
Learner	41 I have a shower.	
Teacher	42 You have a shower. 43 And then?	

Learner	44 I have breakfast.	
Teacher	45 You have breakfast. 46 What do you usually have 47 for breakfast?	
Learner	48 Cereals.	
Teacher	49 Cereals. Well done! 50 And what do you do after 51 having breakfast? 52 What do you do?	
Learner	53 Ah I go to school.	
Teacher	54 How do you go to school? 55 How do you come 56 to school?	
Learner	57 Ah..the bus	Hesitation
Teacher	58 <u>By</u> bus 59 Do you live far 60 or near school?	
Learner	61 Far.	Someone said it and she overheard it
Teacher	62 Far. That's why you 63 to take a bus. Ok. 64 Now. What's your favourite 65 sport? Do you like sports?	
Learner	66 yes, swimming	
Teacher	67 Swimming. Why do you 68 like swimming?	
Learner	69 Ah (?) Good.	
Teacher	70 Because it is very 71 good for our health. 72 Ok? Well done!	



# APPENDIX 3A

### LEARNER 3

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Good afternoon. What's 2 your name?	
Learner	3 My name is Inês. . . . .	
Teacher	4 Do you live with your 5 parents? (4). Do you 6 live alone?	
Learner	7 Yes.	
Teacher	8 Do you live with your parents? (1) 9 No, you are not. Ok. 10 How old are you?	
Learner	11 Ah (?)	
Teacher	12 How old are you?	
Learner	13 (?) No, ah... 14 Ai, não sei dizer, Sr. Doutor*	* I can't say it
Teacher	15 How old are you? 16 Are you thirteen?	
Learner	17 Ai, Srª. Doutora, não sei isso*	* I don't know it
Teacher	18 What are your hobbies?	
Learner	19 My hobbies are television, 20 ah, playing computer	
Teacher	21 Playing computer, watching TV	
Learner	22 to music	
Teacher	23 Listening to music. 24 Let's talk about your friends. 25 Who is your best friend?(9) 26 Who is your best friend?(4) 27 Is your best friend? 28 Isn't she? Yes or no?	
Learner	29 Yes.	
Teacher	30 Yes; she is 31 Ok, now. I live 32 with <u>my son</u> , Sebastião 33 Ok? I live with him. 34 And you? Do you live with 35 your sister?(?) 36 Have you got sisters or 37 brothers?	
Learner	38 Ah sister	
Teacher	39 You have a? You have 40 got a sister. How old is she? 41 Is she ten years old? 42 How old is she?	
Learner	43 Ah ah Como é que se 44 diz dezoito?*	* How do you say eighteen?
Teacher	45 <u>Eighteen</u> . She is 46 eighteen years old.	

	47 So you live with your 48 sister and anyone else? 49 Do you live with your parents?	
Learner	50 (yes)	
Teacher	51 What's the name of your father?(9) 52 What's your father's name? 53 Your father?	
Learner	54 Susie.	
Teacher	55 Susie. Who is Susie?	
Learner	56 Ah?	
Teacher	57 Who is Susie?	
Learner	58 (6)	
Teacher	59 Parents. What does it mean? 60 Parents? This word means? 61 Parents? 62 Gisela, parents? What's 63 the meaning of parents?	
Gisela	64 Pais.	
Teacher	65 Ok. What's the name of your father?	
Learner	66 Pai. Ah	
Teacher	67 Father.	
Learner	68 Não sei* (2) Carlos	* I don't Know
Teacher	69 Carlos? And your mother?	
Learner	70 Teresa.	
Teacher	71 Teresa. Ok. So do you 72 live with your parents? Yes or no?	
Learner	73 yes	
Teacher	74 Yes, I do. Who are your 75 parents? (3)	
Learner	76 Ah ah yes	
Teacher	77 Carlos and?	
Learner	78 Teresa.	
Teacher	79 Teresa. And what's the 80 name of your sister? (4)	
Learner	81 Yes	
Teacher	82 Ok. Let's talk about your 83 daily routine. What time do you get up?	
Learner	84 I'm get up at 7 o'clock.	
Teacher	85 At 7 o'clock. What do 86 you do after getting up?	
Learner	87 Ah	
Teacher	88 Do you have breakfast? 89 What do you have for 90 breakfast?	
Learner	91 Cereals.	
Teacher	92 Gereals. 93 How do you come to school?	



Learner	94 By bus.	
Teacher	95 By bus. 96 Do you like this school?	
Learner	97 Yes.	
Teacher	98 What's the name of this 99 school?	
Learner	100 Ah (4) (?)	
Teacher	101 Passos?	
Learner	102 Passos Manuel.	
Teacher	103 Ok. Well done, Inês.	

## APPENDIX 4A

# LEARNER 4

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Good afternoon.	
Learner	2 Good afternoon.	
Teacher	3 What's your name?	
Learner	4 My name is Duarte.	
Teacher	5 How old are you?	
Learner	6 I am (4). Ah não sei como se diz em Inglês *	* I don't know how to say it in English
Teacher	7 Say in Portuguese	
Learner	8 quinze *	Fifteen
Teacher	9 Fifteen?	
Learner	10 Fifteen years old.	
Teacher	11 What are your hobbies?	
Learner	12 My hobbies is are (3) 13 skating skating	
Teacher	14 Why do you like skating?	
Duarte	15 Is nice.	
Teacher	16 Because it's nice. 17 Do you like sports?	
Learner	18 Yes, I like.	
Teacher	19 Do you like extreme sports? 20 What is your favourite 21 extreme sport?	
Duarte	22 (I do know) I don't know.	
Teacher	23 You don't know? 24 And what about ball 25 games? 26 Do you like ball games?	
Learner	27 Is (4)	
Teacher	28 What is your favourite one?	
Learner	29 Basket.	
Teacher	30 Basketball. 31 Why do you like basketball?	
Learner	32 I don't know. I do know.	
Teacher	33 You don't know. Ok 34 Now, where do you live?	
Learner	35 I live in Lisbon.	
Teacher	36 You live in Lisbon. 37 So, do you like Lisbon?	
Learner	38 Yes.	
Teacher	39 Why?	
Learner	40 Is nice?	
Teacher	41 Because it's nice? 42 What are your favourite monuments?	



Learner	43 (5) I don't know.	
Teacher	44 You don't know. But do 45 you understand the meaning 46 of monuments, don't you?	
Learner	47 Yes.	
Teacher	48 Ok, say one monument that you like	
Learner	49 Ah I don't know.	
Teacher	50 You don't know? 51 Ok, say one monument 52 that you like.	
Learner	53 Ah I don't know.	
Teacher	54 You don't know? 55 Ok. What's your favourite colour?	
Learner	56 My favourite colour is black.	
Teacher	57 Is black. And let's talk 58 about your school? Do you like 59 this school?	
Learner	60 No.	
Teacher	61 You don't like this school. 62 Why?	
Learner	63 Is boring.	
Teacher	64 Is boring? Passos Manuel? 65 Why do you say so? 66 Why is it boring	
Learner	67 (4) Because...Because 68 is boring	
Teacher	69 Because it's boring. Have 70 you got brothers or sisters? 71 And tell me about you 72 brothers or sisters. 73 How old are they? 74 Your brother? Have you 75 got a brother?	
Learner	76 Yes.	
Teacher	77 How old is he?	
Learner	78 He's (nineteen)	
Teacher	79 He's nineteen years old? 80 And your sister?	
Learner	81 (I don't have)	
Teacher	82 You haven't got any sisters. 83 Ok, no sisters. And tell me, 84 do you live alone or do you 85 live with your parents?	
Learner	86 with my my brother 87 and my (mother).	
Teacher	88 with your brother and your 89 mother? 90 Ok. What's the name of your	

	91 mother?	
Learner	92 Elsa, Elsa.	
Teacher	93 Do you have a good 94 relationship with her?	
Learner	95 Yes.	
Teacher	96 And with your brother?	
Learner	97 Yes.	
Teacher	98 Yes? Do you usually 99 play games or do you 100 practise sports together?	
Learner	101 Yes (4) yes.	
Teacher	102 Ok. So, what's your favourite 103 sport?	
Duarte	104 skating	
Teacher	105 skating. You have already 106 told me. I forgot. So, now 107 let's talk about your daily 108 routine. What time do you 109 get up?	
Learner	110 seven o'clock.	
Teacher	111 Seven o'clock? What do you do 112 after getting up?	
Learner	113 (have a bath)	
Teacher	114 You have a <u>shower</u> . And after 115 that? What do you do after having 116 a shower?	
Learner	117 (5) Breakfast.	
Teacher	118 You have breakfast. What do 119 you usually have for breakfast?	
Learner	120 Cereals.	
Teacher	121 Do you like milk?	
Learner	122 Yes.	
Teacher	123 And toast?	
Learner	124 Yes.	
Teacher	125 Sometimes you eat?	
Learner	126 Yes.	
Teacher	127 Toast and you drink milk 128 Ok. What's your favourite drink?	
Learner	129 Coca-cola.	
Teacher	130 Coca-cola. You like coke. 131 And what's your favourite food?	
Learner	132 I have not...	
Teacher	133 Do you like pizza?	
Learner	134 Yes.	
Teacher	135 Where do you usually eat 136 pizza? Where	
Learner	137 Pizza	
Teacher	138 At Pizza? At...? 139 Ok. Sometimes.	



	91 mother?	
Learner	92 Elsa, Elsa.	
Teacher	93 Do you have a good 94 relationship with her?	
Learner	95 Yes.	
Teacher	96 And with your brother?	
Learner	97 Yes.	
Teacher	98 Yes? Do you usually 99 play games or do you 100 practise sports together?	
Learner	101 Yes (4) yes	
Teacher	102 Ok. So, what's your favourite 103 sport?	
Duarte	104 skating	
Teacher	105 skating. You have already 106 told me. I forgot. So, now 107 let's talk about your daily 108 routine. What time do you 109 get up?	
Learner	110 seven o'clock.	
Teacher	111 Seven o'clock? What do you do 112 after getting up?	
Learner	113 (have a bath)	
Teacher	114 You have a <u>shower</u> . And after 115 that? What do you do after having 116 a shower?	
Learner	117 (5) Breakfast.	
Teacher	118 You have breakfast. What do 119 you usually have for breakfast?	
Learner	120 Cereals.	
Teacher	121 Do you like milk?	
Learner	122 Yes.	
Teacher	123 And toast?	
Learner	124 Yes.	
Teacher	125 Sometimes you eat?	
Learner	126 Yes.	
Teacher	127 Toast and you drink milk 128 Ok. What's your favourite drink?	
Learner	129 Coca-cola.	
Teacher	130 Coca-cola. You like coke. 131 And what's your favourite food?	
Learner	132 I have not...	
Teacher	133 Do you like pizza?	
Learner	134 Yes.	
Teacher	135 Where do you usually eat 136 pizza? Where	
Learner	137 Pizza	
Teacher	138 At Pizza? At...? 139 Ok. Sometimes.	



	140 Ok. Let's talk about 141 your last weekend. What 142 time did you get up yesterday 143 or last weekend?	
Learner	144 I don't know(?)	
Teacher	145 I don't remember. Ok. 146 What do you usually do at 147 the weekend? What do you do?	
Learner	148 (4) Ah Go play	
Teacher	149 You play	
Learner	150 I don't know(?)	
Teacher...	151 You play, what do you play?	
Learner	152 (?) (?)	
Teacher	153 Ok	
Learner	154 O dia todo*	* the whole day
Teacher	155 Do you watch TV?	
Learner	156 Yes.	
Teacher	157 Do you listen to music? 158 So, what do you usually 159 do at the weekend?	
Learner	160 Play computer. Watch TV 161 Ir à discoteca	

# APPENDIX 5A

# LEARNER 5

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Good afternoon. What's 2 your name? What's your name?	
Learner	3 My name is Ruben	
Teacher	4 How old are you?	
Learner	5 AhAh. Fifteen years old.	
Teacher	6 Where do you live?	
Learner	7 Ah I (grow up) Lisbon	
Teacher	8 You live in Lisbon. 9 What do you think about 10 Lisbon? Do you like Lisbon?	
Learner	11 (5) Não sei, Srª Doutora *	* I don't know it
Teacher	12 What's your favourite sport?	
Learner	13 My favourite sport handball 14 and football	
Teacher	15 is handball and football 16 who is your favourite football 17 player?	
Learner	18 Não tenho *	* I don't have
Teacher	19 You don't have. Do you? 20 No? I can't believe. 21 Do you like Ronaldinho?	
Learner	22 (6)	
Teacher	23 What do you think about 24 his performance? (3) 25 Ok. So, let's talk about 26 his performance (3) 27 What time do you 28 get up?	
Learner	29 (5) Ah É muito difícil, 30 Srª Doutora *	* That's very difficult
Teacher	31 What time do you 32 get up?	
Learner	33 (5)	
Teacher	34 What do you usually 35 have for breakfast?	
Learner	36 (10)	
Teacher	37 What do you eat in 38 the morning? What 39 do you drink and eat 40 in the morning?	
Learner	41 (9)	
Teacher	42 Do you like your school, 43 Passos Manuel?	
Learner	44 Ah	
Teacher	45 Do you like this school,	



	46 Passos Manuel, yes or no?	
Learner	47 yes	
Teacher	48 Why? (3) 49 Why do you like this 50 school?	
Learner	51 (9)	
Teacher	52 Ok. Tell me about your 53 best friend. Who is your 54 best friend?	
Learner	55 Ah	
Teacher	56 Have you got a best 57 friend?	
Learner	58 Não sei, Srª Doutora *	* Não sei I don't know.
Teacher	59 In English	
Learner	60 Eu não confio em * 61 ninguém	* I don't trust in anybody
Teacher	62 Who is your best friend?	
Learner	63 O Beto.	
Teacher	64 Benedito?	
Learner	65 Sim *	* yes
Teacher	66 Why do you like him?	
Learner	67 (3)	
Teacher	68 How do you define his 69 character? How do you 70 describe him? 71 Is he a good person? 72 Is he good? Is he 73 a good friend?	
Learner	74 Yes	
Teacher	75 Yes. How do you 76 describe him? How do you 77 define him?	
Learner	78 (6)	
Teacher	79 Is he honest? Straightforward? 80 Is he? Straightforward? 81 Honest?	
Learner	82 (2)	
Teacher	83 Is he nice? Is he 84 easygoing? Is he 85 ambitious? What 86 do you think about him?	
Learner	87 Oh, Srª Doutora, não estou 88 a perceber nada *	* I can't understand a word of what you are saying
Teacher	89 Ok. So, what would 90 you like to talk about? 91 What's your favourite topic? 92 subject?	
Learner	93 (4).....	
Teacher	94 What is your favourite subject?	

	95 Do you like English?	
Learner	96 No	
Teacher	97 No, why?	
Learner	98 (5)	
Teacher	99 Do you like Maths?	
Learner	100 Yes	
Teacher	101 What does it mean 102 'Maths'? 103 How do you translate 104 Maths? (10)	
Learner	105 Não sei *	* I don't know
Teacher	106 (8) What do you think? (5) 107 You can't answer? No? 108 Ok. So, goodbye.	

# APPENDIX 6A



LEARNER 6

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Ok. So tell me 2 your name	
Learner	3 Inês	
Teacher	4 How old are you?	
Learner	5 Ah.Ah. Thirteen years 6 old.	
Teacher	7 Thirteen years old. 8 Where do you live?	
Learner	9 I live in Lisbon	
Teacher	10 Do you like Lisbon ?	
Learner	11 Yes .	
Teacher	12 Why?	
Learner	13 Because it's fine.	
Teacher	14 Because it's fine. 15 Do you find this city 16 beautiful?	
Learner	17 Yes	
Teacher	18 Or ugly?	
Learner	19 Não *	* No
Teacher	20 What do you think?	
Learner	21 Beautiful.	
Teacher	22 Beautiful. Well done! 23 Now, tell me about you 24 daily routine. 25 What do you do in the 26 morning?	
Learner	27 I ... watch TV.	
Teacher	28 In the morning, before 29 coming to school? Before 30 going to school?	
Learner	31 Às vezes *	* sometimes
Teacher	32 Ok, you watch Tv. So, 33 you get up, then what do 34 you do?	
Learner	35 I shower	
Teacher	36 You take a shower	
Learner	37 I watch TV	
Teacher	38 You watch TV	
Learner	39 Listen to music.	
Teacher	40 And you listen to 41 music. So you do 42 lots of things in the 43 morning. You have a 44 busy morning, don't you?	
Learner	45 Yes, a busy morning	

Teacher	46 Ok. Tell me, where 47 do you have lunch? 48 At home or at school?	
Learner	49 At home	
Teacher	50 At home. Do you like 51 the food here? In the canteen? 52 In the school canteen? 53 Do you eat in the canteen 54 or in the bar?	
Learner	55 In the bar	
Teacher	56 In the bar. What do 57 you usually eat?	
Learner	58 I'm pizza pizza . . . .	
Teacher	59 Pizza?	
Learner	60 (?) . . . .	
Teacher	61 What do you usually 62 drink?	
Learner	63 Coca-cola	
Teacher	64 Coke. Ok. And what 65 time do your classes 66 start?	
Learner	67 Is one one . . . .	
Teacher	68 At one o'clock. Maybe 69 it's	
Learner	70 One . . . .	
Teacher	71 At	
Learner	72 At	
Teacher	73 Twenty-five to two. 74 Maybe, I think. 75 And tell me about 76 sports. What can you 77 tell me about sports? 78 Do you like sports?	
Learner	79 Yes	
Teacher	80 Which one?	
Learner	81 Swimming .	
Teacher	82 Swimming. Do you 83 like swimming? 84 Do you practise 85 swimming .	
Learner	86 (No)	
Teacher	87 No, why?	
Learner	88 I do know.	
Teacher	89 You don't know. 90 Why?	
Learner	91 Não sei * I do 92 know	* I don't know
Teacher	93 Do you have time to 94 practise swimming?	

	95 Or does it cost a 96 lot of money?	
Learner	97 Yes. No.	
Teacher	98 No, it doesn't. So maybe 99 because you don't have time. 100 Do you have classes in the 101 morning or in the afternoon?	
Learner	102 In the morning .	
Teacher	103 In the morning. Because 104 you have more time than 105 in the afternoon. Ok. So, 106 tell me about your last 107 weekend, last weekend. 108 Where did you spend, where 109 did you go your last weekend?	
Learner	110 Ao cinema *	* to the cinema
Teacher	111 You went to 112 the cinema?	
Learner	113 (?)	
Teacher	114 I went for a walk 115 or I went out with friends 116 Did you enjoy your weekend?	
Learner	117 Yes	
Teacher	118 Why?	
Learner	119 I do know	
Teacher	120 You don't know. 121 Ok. What's your favourite 122 meal? Breakfast, lunch, 123 tea or dinner?	
Learner	124 Tea.	
Teacher	125 Tea. Maybe tea. What 126 do you usually eat in 127 the afternoon? (7) 128 Ok. You can't remember 130 now. Ok. That's all for now	



**Post-session**

## APPENDIX 1B

# LEARNER 1

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Good afternoon, Helderísio. 2 Are you Ok?	
Learner	3 Yes, I'm Ok.	
Teacher	4 Tell me. How old are you?	
Learner	5 Ah (1). I am (2) 6 Seventeen years old.	
Teacher	7 Seventeen years old. Now, 8 tell me. Where are you from?	
Learner	9 Uh Ah I'm (?) from 10 (in) Lisbon.	
Teacher	11 I'm from <u>Lisbon</u> . So 12 it means that you are (3)?	
Learner	13 No answer.	
Teacher	14 You are from Lisbon. Are 15 you from France? No, you are 16 from Lisbon. Lisbon is situated 17 in Portugal. So you are (3)?	
Learner	18 in (Cabo)	
Teacher	19 What's your nationality?	
Learner	20 My nationality is 21 It's Cabo Verde Verdian	
Teacher	22 Oh! You were born in 23 Cape Verde Wow! Nice 24 beaches there! 25 Tell me something about 26 your hometown.	
Learner	27 Não entendi. Não entendi bem 28 a Srª Doutora, a pergunta.	* I didn't understand. I didn't understand you, the question.
Teacher	29 Tell me something about 30 Cape Verde.	
Learner	31 I think about Cape Verde. 32 Que tem Cape Verde? 33 Beach. And vegetables 34 And also Sol! Não sei 35 como se diz: 'clima quente'	* Sun! I don't know how to say: 'hot weather'
Teacher	36 Hot weather. Nice weather.	
Learner	37 Nice weather.	
Teacher	38 Ok: Who is your favourite 39 singer? Do you like listening 40 to music?	
Learner	41 Yes.	
Teacher	42 What kind of music do you like?	
Learner	43 Ah. I like pop.	
Teacher	44 Pop music. Who is your 45 favourite singer?	



Learner	46 My favourite singer is Frederick 47 Square	
Teacher	48 Uh, uh. Where is he from?	
Learner	49 Ah. He's from America.	
Teacher	50 Oh! He's from America 51 Do you like America?	
Learner	52 Yeah. I like.	
Teacher	53 <u>Yes</u> . Do you like America? 54 <u>Yes</u> , I ...?	
Learner	55 like. I do. I do.	
Teacher	56 Yes, I do. Why? Why do 57 you like America?	
Learner	58 Nunca fui, mas...ah. 59 very cool	* I've never been there
Teacher	60 It's very cool.	
Learner	61 It's very cool.	
Teacher	62 Cool. What do you think 63 about the American people?	
Learner	64 Não compreendi bem	* I didn't understand well.
Teacher	65 What's your opinion about 66 the American people?	
Learner	67 People?	
Teacher	68 Yes. Are they friendly?	
Learner	69 Uh. Friendly? No.	
Teacher	70 Are they unkind?	
Learner	71 No.	
Teacher	72 No? So? They are <u>unfriendly</u> .	
Learner	73 They are unfriendly.	
Teacher	74 Ok. Now, tell me about your family.	
Learner	75 Ah, my family?	
Teacher	76 Yes	
Learner	77 Ah (3)	
Teacher	78 Is it a big or a small family?	
Learner	79 Ah Ah. A big family.	
Teacher	80 It's a big family. Well done! 81 Do you live with your parents?	
Learner	82 Yes, I live.	
Teacher	83 Yes, I?	
Learner	84 I do.	
Teacher	85 Do you live with your parents?	
Learner	86 Yeah, I do.	
Teacher	87 Yes, I?	
Learner	88 do	
Teacher	89 do. What's your mother's name?	
Learner	90 Uh Antónia. My...Ah Ah(?) 91 Ah my name is Antónia	
Teacher	92 Your name? No! You are Helderísio.	
Learner	93 Yeah, my name	
Teacher	94 My mother's name?	

Learner	95 My mother's name is Helderísio. 96 Antónia	
Teacher	97 Antónia. Uh, uh. How old is she? 98 Do you remember?	
Learner	99 How old? I think. Ah. She is 100 Ah. Forty-two. Fourteen. Forty- Two.	
Teacher	101 Forty-two years old? Well done! 102 Have you got brothers or sisters?	
Learner	103 Yeah. I've got. Yeah.	
Teacher	104 Yes, I?	
Learner	105 (?)	
Teacher	106 Have you got brothers or sisters?	
Learner	107 Yes, I have.	
Teacher	108 Yes, I have. Well done! 109 How many brothers or sisters 110 have you got? How many?	
Learner	111 Ah. How many?	
Teacher	112 One, two. How many?	
Learner	113 I am. Seven.	
Teacher	114 Seven? Wow! So many! 115 Brothers or sisters?	
Learner	116 Sisters and brothers.	
Teacher	117 Sisters and brothers. 118 Do you have a good 119 relationship with them?	
Learner	120 yes.	
Teacher	121 yes? 122 What do you do when you 123 have freetime? How do you 124 spend your freetime with your 125 brothers and sisters?	
Learner	126 Ah.ah. Playing football.	
Teacher	127 Playing football.	
Learner	128 Ah. Tennis.	
Teacher	129 Tennis	
Learner	130 Beach.	
Teacher	131 Going to the beach.	
Learner	132 Ah. Dar uma volta. * 133 Já me esqueci o nome. Como se diz?	*Take a walk. I forgot. How do you say it?
Teacher	134 Going for a walk.	
Learner	135 Going for a walk.	
Teacher	136 Right. Now, tell me 137 about your hobbies. 138 What are your hobbies?	
Learner	139 Ah. Hobbies. Já esqueci * 140 o que é hobbies?	* I forgot the meaning of hobbies.
Teacher	141 Hobbies. How do you spend 142 Your freetime? After school? 143 things you like doing	



Learner	144 Ah.	
Teacher	145 Do you like listening to music?	
Learner	146 Yes, I do.	
Teacher	147 I like listening to music. 148 So I like listening to music, 149 ...?	
Learner	150 I like listening to music, 151 I like practising sport and 152 I like dancing.	
Teacher	153 Dancing? Well done!	
Learner	154 I like	
Teacher	155 'Canta, deixa-me ver' * 156 How do you say in English?	* Sings Portuguese song
Learner	157 (4)	
Teacher	158 Singing. Singing. 159 Please, repeat.	
Learner	160 Singing.	
Teacher	161 Do you have more 162 hobbies?	
Learner	163 (4)	
Teacher	164 You said you like going 165 to the beach. What can 166 you do there?	
Learner	167 (4)	
Teacher	168 swi...?	
Learner	169 I like. I like swimming.	
Teacher	170 I like swimming. Well done! 171 What about the things you 172 hate doing, the things you 173 don't like because they are 174 boring, very boring.	
Learner	175 I don't like. I don't like 176 rugby	
Teacher	177 You don't like. You don't 178 like. Okay.	
Learner	179 I don't like snowboard	
Teacher	180 Snowboard? Well done!	
Learner	181 I don't like rock.	
Teacher	182 Rock music?	
Learner	183 Sim.* I don't like and 184 it's nothing. Mais nada *	* Yes * Nothing else.
Teacher	185 I know you like watching 186 TV. Do you? Yes, do you like 187 watching TV? What are your 188 favourite TV programmes?	
Learner	189 My favourite TV programme 190 it's 'Malucos do Riso' * and	* A comedy show
Learner	191 'Drag'n balls'	
Learner	192 And also 'Lumpees'	



Teacher	193 Uh, uh.	
Learner	194 'Tom and Jerry'	
Teacher	195 Tom and Jerry	
Learner	196 'Bugs funny'	
Teacher	197 Bugs funny. So many!	
Learner	198 I like MTV music.	
Teacher	199 MTV music. Who is your 200 favourite singer?	
Learner	201 (?)	
Teacher	202 Singer or band?	
Learner	203 Band	
Teacher	204 Ok. Well done. 205 Now, let's talk about 206 your daily routine. 207 Do you understand 'daily 208 routine'? the things you do 209 everyday. Ok? So?	
Learner	210 My daily routine. O tempo, 211 a hora a que eu faço as 212 coisas, é isso? *	* The time I do things, right?
Teacher	213 In the morning?	
Learner	214 I watch TV at twelve o'clock 215 and ten o'clock	
Teacher	216 What time do you get up?	
Learner	217 I get up ah nine o'clock.	
Teacher	218 At nine o'clock.	
Learner	219 And seven o'clock.	
Teacher	220 Sometimes at seven o'clock. 221 It depends on the day. Ok, 222 well done! 223 Now, what do you do after 224 getting up? 225 What do you do then?	
Learner	226 Ah. O que é que eu como 227 ao pequeno almoço? * Cereals.	* What I have for breakfast?
Teacher	228 Cereals. So, for breakfast 229 I have cereals. 230 Do you like cereals?	
Learner	231 I like... I like	
Teacher	232 Cereals...?	
Learner	233 Very much.	
Teacher	234 Very much. Cereals. 235 What do you drink?	
Learner	236 In the ...?	
Teacher	237 In the morning?	
Learner	238 In the morning? 239 Milk.	
Teacher	240 Milk?	
Learner	241 Ah yoghurt.	

Teacher	242 Well done! 243 What do you do after school?	
Learner	244 Ah. Uh. Thirteen o'clock.	
Teacher	245 Ok. What time do you go to 246 school?	
Learner	247 Thirteen... thirteen. 248 Já me esqueci como se diz 249 minutos. Já me esqueci * 250 thirteen o'clock	* I forgot how to say minutes. I forgot.
Teacher	251 Ok. And, where do 252 you have lunch? 253 Where?	
Learner	254 Ah. My lunch is sandwich.	
Teacher	255 Is a sandwich. So it 256 is what you eat at lunch. 257 I'm asking you where, the 258 place, where. Do you eat 259 at home or at school?	
Learner	260 (?) eat at home. home	
Teacher	261 At home. 262 What's your favourite dish? 263 What's your favourite menu? 264 What's your favourite food? 265 What do you like eating?	
Learner	266 Ah. I like (crisps)	
Teacher	267 You like...?	
Learner	268 (crisps) chips	
Teacher	269 Chips? Crisps and chips?	
Learner	270 Uh. I eat (?) eggs	
Teacher	271 Eggs.	
Learner	272 Salsichas *	* sausages
Teacher	273 Sausages	
Learner	274 Sausages. Uh. Eh. Cook.	
Teacher	275 And cookies. 276 Ok. And what do you do in 277 evening?	
Learner	278 O que é que eu faço de manhã?	* What do I do in the morning?
Teacher	279 Evening. Evening.	
Learner	280 Ah. Evening.	
Teacher	281 When you arrive home. You 282 have to do your...?	
Learner	283 I... watch TV.	
Teacher	284 Ok. You watch TV, do 285 your homework...?	
Learner	286 I listen music. Ah. Ah. 287 Srª Doutora, isso também *	* And that too
Teacher	288 And I study.	
Learner	289 Study.	
Teacher	290 Ok.	

	291 What time do you do to bed?	
Learner	292 Ah..One o'clock.	
Teacher	293 One p.m.? After midnight? 294 One a.m. after midnight?	
Learner	295 One p.m.	
Teacher	296 You need to sleep. That's why 297 you look so tired. 298 Ok, Helderísio. You are trying 299 to improve. Congratulations!	



## APPENDIX 2B

## LEARNER 2

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Hi, Gisela. How are you? 2 How are you? How do you feel?	
Learner	3 I'm fine, thank you. And you?	
Teacher	4 Tell me, Gisela, do you live 5 with your parents or do you 6 live alone? 7 Do you live with your parents?	
Learner	8 Yes.	
Teacher	9 Yes, I...?	
Learner	10 do.	
Teacher	11 Yes, I do. Ok. 12 Ah, would you like to 13 live alone? Do you know 14 the meaning of alone?	
Learner	15 No.	
Teacher	16 Alone. Without your 17 parents?	
Learner	18 No.	
Teacher	19 No. so you prefer to 20 live with your parents? 21 Do you have a good 22 relationship with them?	
Learner	23 Yes.	
Teacher	24 Yes or no? 25 Yes,...?	
Learner	26 I do.	
Teacher	27 Yes, I do. 28 Is it a lovely one? 29 Yes or no?	
Learner	30 Yes.	
Teacher	31 Yes. 32 Is it a lovely me?	
Learner	33 Yes, I...	
Teacher	34 Yes. 35 Is it a lovely one? 36 Yes,...It...	
Learner	37 is	
Teacher	38 Well done! 39 Now; tell me something 40 about your parents.	
Learner	41 (3)	
Teacher	42 Tell me their age. 43 How old are they? 44 How old is your mother?	
Learner	45 Ah	

Teacher	46 Do you understand it?	
Learner	47 Quantos anos tem 48 a minha mãe? *	* How old is my mother?
Teacher	49 Yes. How old...?	
Learner	50 Trinta e quatro. *	* Thirty-four.
Teacher	51 Thirty...?	
Learner	52 Thirty-four	
Teacher	53 years old. 54 And your father?	
Learner	55 Também. *	* The same.
Teacher	56 Thirty-four? 57 What are their 58 names? What's your 59 mother's name?	
Learner	60 Is Amélia	
Teacher	61 And your father's?	
Learner	62 João.	
Teacher	63 João. 64 Have you got brothers 65 or sisters?	
Learner	66 No.	
Teacher	67 So you are an <u>only child</u> . 68 Would you like to 69 have brothers or sisters?	
Learner	70 Yes 71 (?)	
Teacher	72 Because...?	
Learner	73 Because...gosto de cuidar 74 de crianças mais pequenas.	* I like looking after children
Teacher	75 Because...	
Learner	76 Because I	
Teacher	77 Gostar? *	* Like?
Learner	78 I	
Teacher	79 Li...?	
Learner	80 Like	
Teacher	81 crianças? *	*children
Learner	82 Ah....	
Teacher	83 Chil...?	
Learner	84 Children. 85 Because I like 86 children.	
Teacher	87 How many people 88 are there in your 89 family?	
Learner	90 (3)	
Teacher	91 One, two? 92 How many?	
Learner	93 Ah... two.	
Teacher	94 Only two?	



	95 And you? So, 96 including you, 97 we have three 98 people, right? 99 If you had one sister. You 100 have no sisters. If you had 101 one sister, what name would 102 you give her? (3) 103 What name would you like 104 her to have? (3) 105 your favourite name for 106 your sister?	
Learner	107 Ah, ah. Mafalda	
Teacher	108 Mafalda. Well done. 109 Now, tell me. Where do 110 you live?	
Learner	111 I'm live Lisbon?	
Teacher	112 Do you like Lisbon?	
Learner	113 Yes, I do.	
Teacher	114 Why? Why?	
Learner	115 Because monuments	
Teacher	116 Because there are 117 beautiful monuments.	
Learner	118 Beautiful monuments.	
Teacher	119 And what do you 120 think about the Portuguese? 121 the Portuguese people?	
Learner	122 Ah	
Teacher	123 Are they kind, nice, unkind 124 polite, impolite?	
Learner	125 Nice.	
Teacher	126 They are nice. 127 Could you tell us 128 something about your class? 129 Do you like your class?	
Learner	130 Yes, I do.	
Teacher	131 What's so special about it? 132 Why do you like your class? 133 Who is your favourite classmate? 134 Which one do you like best 135 here in class?	
Learner	136 Inês.	
Teacher	137 Inês. Why?	
Learner	138 I don't know.	
Teacher	139 What's so special about her? 140 What's so special about her?	
Learner	141 (3)	
Teacher	142 How would you 143 describe her?	

Learner	144 Ah, é amiga dos amigos	* She's reliable.
Teacher	145 She is...?	
Learner	146 Ah,ah	
Teacher	147 Very fiendly, ni...,ni..., 148 ni..., ni..?	
Learner	149 Nice.	
Teacher	150 Nice 151 She is nice, friendly and helpful. 152 Do you know the meaning 153 of helpful? 154 When you have a problem, 155 she can help you. Ok? 156 And, in what part or area 157 of Lisbon do you live? 158 Because Lisbon is a big city. 159 Where do you live? Which part? 160 Which area? Alfama? *	* A typical neighbourhood of Lisbon
Learner	161 No, Chelas.	
Teacher	162 Chelas? Oh, it's far away 163 from here. How do you come 164 to school? 165 How?	
Learner	166 Ah. Bus.	
Teacher	167 So, you come to school 168 by ...?	
Learner	169 Bus.	
Teacher	170 Bus? Uh, uh. 171 Now, let's talk about 172 your schoolife. 173 Do you like school?	
Learner	174 yes.	
Teacher	175 What is your favourite 176 school subject?	
Learner	177 Science.	
Teacher	178 Science. Why?	
Learner	179 Ah, interessante. *	* Interesting.
Teacher	180 Because it's interesting. 181 Do you like your 182 school?	
Learner	183 Yes.	
Teacher	184 Do you like your school?	
Learner	185 Yes, I do	
Teacher	186 Yes, I do. Ok. 187 Why? 188 What's so special here 189 in Passos Manuel school?	
Learner	190 (4)	
Teacher	191 How would you describe 192 this school?	

	243 Cheese sandwiches or ham 244 sandwiches?	
Learner	245 Ham sandwiches.	
Teacher	246 Ham sandwiches. 247 And what about the 248 activities that you like 249 doing after school, with 250 your classmates, with 251 your friends? 252 What do you usually do? 253 How do you spend your 254 freetime?	
Learner	255 swimming	
Teacher	256 I practise...?	
Learner	257 I practise swimming	
Teacher	258 Why do you like swimming?	
Learner	259 I feel (kid)	
Teacher	260 I feel...?	
Learner	261 kid?	
Teacher	262 What do you mean?	
Learner	263 Faz bem à saúde	* It's good for your health.
Teacher	264 Oh! How do you say? 265 Because it's good for...?	
Learner	266 me.	
Teacher	267 my...?	
Learner	268 my	
Teacher	269 health.	
Learner	270 health.	
Teacher	271 Do you like 272 practising sport?	
Learner	273 Yes.	
Teacher	274 Why do people practise 275 sport? Why?	
Learner	276 Ah	
Teacher	277 There are lots of reasons. 278 You practise sport to keep fit	
Learner	279 fit	
Teacher	280 to relax	
Learner	281 relax	
Teacher	282 to break routine, to meet people, 283 to lose weight, or just for pleasure. 284 Now, tell me. Why do you 285 practise sport?	
Learner	286 To relax.	
Teacher	287 To relax. Good! 288 Thank you, Gisela.	



# APPENDIX 3B

### LEARNER 3

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Hi, Inês. How are you 2 feeling?	
Learner	3 ( ? )	
Teacher	4 How are you?	
Learner	5 My name is Inês.	
Teacher	6 That is your name. I'm 7 not asking your name. 8 How do you feel? 9 How are you? Are you fine?	
Learner	10 Yes.	
Teacher	11 Yes, I am fine. 12 Don't be nervous. Ok? 13 Relax. 14 Tell me, where do live?	
Learner	15 I live (in) Lisbon.	
Teacher	16 I live in Lisbon. 17 You live in Lisbon. 18 Do you like Lisbon?	
Learner	19 Yes.	
Teacher	20 Why?	
Learner	21 Prazeres, Prazeres	* a neighbourhood of Lisbon
Teacher	22 Listen! Helderísio, 23 do you like Lisbon?	
Learner	24 Yes.	
Teacher	25 Why?	
Learner	26 Because it's cool.	
Teacher	27 Now, Inês, do you like Lisbon?	
Learner	28 (5)	
Teacher	29 You live in Prazeres. 30 Do you like Prazeres?	
Learner	31 Yes.	
Teacher	32 Why? (3) 33 Does your area have 34 gardens, parks?	
Learner	35 Yes.	
Teacher	36 Yes? Do you like the 37 parks? 38 Maybe there are lots of 39 trees, flowers, ok? 40 Now, tell me. Do you live 41 with your parents?	
Learner	42 Yes.	
Teacher	43 Yes? 44 What's the name of your mother?	
Learner	45 Teresa	

Teacher	46 Teresa. What's the name of 47 your father?	
Learner	48 Carlos.	
Teacher	49 Uh, uh. 50 How old is your mother?	
Learner	51 (3)	
Teacher	52 Your mother? Is she 53 ten years old?	
Learner	54 No.	
Teacher	55 How old is she? 56 Is she twenty? Thirty? 57 How old is she?	
Learner	58 Ah	
Teacher	59 Say in Portuguese, in 60 Portuguese.	
Learner	61 Ah, a minha mãe 62 quarenta	* my mother * forty
Teacher	63 Forty. And your father? 64 So your mother is forty. 65 What about your father?	
Learner	66 Forty-two.	
Teacher	67 Forty-two. Well done! 68 Well done! 69 So, have you got brothers 70 or sisters?	
Learner	71 Sisters.	
Teacher	72 How many sisters?	
Learner	73 One.	
Teacher	74 One sister. What's her name?	
Learner	75 Susana	
Teacher	76 How old is she?	
Learner	77 Eighteen.	
Teacher	78 Now, tell me something 79 about your family. (3) 80 What do your parents do? 81 What are their jobs? 82 What do they do? 83 I'm a teacher. You are a student. 84 What about your father? (3) 85 In Portuguese, say in Portuguese.	
Learner	86 Onde é que ele trabalha? Café	* Where does he work? Café
Teacher	87 So, he works in a café. 88 Ok. And what about 89 your mother?	
Learner	90 Cozinheira	* a cook
Teacher	91 She is a cook. So it 92 means that your mother works 93 with your father. They own	



	94 a restaurant. So they 95 run it. 96 Now, let's talk about food. Uhhh! * 97 What can you tell me about 98 the delicious food that you 99 can eat in your restaurant? 100 What can you eat there?	* Teacher made a gesture, signalling smelling
Learner	101 Ah	
Teacher	102 What's your favourite menu?	
Learner	103 Menu? Roupá velha	* 'Old clothes', a Portuguese dish
Teacher	104 Roupá velha, old clothes 105 in English, maybe. 106 Do you like fast food, 107 do you like fast food? 108 Do you know the meaning 109 of fast food?	
Learner	110 (3)	
Teacher	111 Fast – rápida. Food?	
Learner	112 Comida.	
Teacher	113 So fast food means?	
Learner	114 Comida rápida.	
Teacher	115 Comida rápida. Very good! 116 Hamburgers. Where do 117 you usually eat hamburgers? 118 Where? Where? At home?	
Learner	119 No.	
Teacher	120 There are fast food restaurants 121 all over the world. And they 122 are very famous. Can you 123 remember some of them? (3) 124 In Colombo they have many *	* Colombo = a big shopping centre
Learner	125 (4)	
Teacher	126 Where can you eat hamburgers?	
Learner	127 McDonald's	
Teacher	128 McDonald's. Well done! 129 And where can you eat pizza?	
Learner	130 (4)	
Teacher	131 Pizza...?	
Learner	132 (4)	
Teacher	133 Pizza Hut. 134 Now tell me about other 135 menus, other dishes in your 136 restaurant.	
Learner	137 (3)	
Teacher	138 Do you like soup?	
Learner	139 No.	
Teacher	140 What's the meaning of 'soup'?	
Learner	141 Sopa *	* soup
Teacher	142 What about vegetables?	

	143 Do you like vegetables?	
Learner	144 Yes.	
Teacher	145 Uh, uh. Which ones? 146 Which ones?	
Learner	147 (4)	
Teacher	148 Tomatoes	
Learner	149 Yes.	
Teacher	150 Lettuce?	
Learner	151 (4)	
Teacher	152 Alface? *	* Lettuce
Learner	153 Yes.	
Teacher	154 Ok. And what about 155 fruit? Do you like fruit?	
Learner	156 Yes	
Teacher	157 Ok. What fruit?	
Learner	158 Apples	
Teacher	159 Apples? I love apples! 160 What else?	
Learner	161 Bananas.	
Teacher	162 Bananas, uh, uh.	
Learner	163 Oranges.	
Teacher	164 Oranges.	
Learner	165 Morangos, morangos.	* strawberries
Teacher	166 Strawberries. 167 What about drinking? 168 What do you usually drink? 169 When you have dinner or 170 lunch with your family 171 or with your friends? 172 What do you usually drink?	
Learner	173 Coke.	
Teacher	174 Coke. Do you like orange 175 juice?	
Learner	176 Yes, I do.	
Teacher	177 What's the meaning of orange 178 juice?	
Learner	179 Sumo de laranja	
Teacher	180 Well done! 181 Now, tell me about 182 your Christmas holidays. 183 What's the meaning of 184 Christmas? (?) 185 Gingle bells, gingle bells 186 How do you say Christmas 187 in Portuguese? Na... na.....? 188 Ok. Tell me about Carnival. Do 189 you remember Carnival?	* Teacher jingles
Learner	190 No.	



Teacher	191 What about Easter? 192 We are going to 193 have holidays. 194 Where are you going 195 to spend your holidays?	
Learner	196 (3)	
Teacher	197 At Easter? Páscoa 198 What are you going to do? 199 What are you going 200 to do next week?	* Easter
Learner	201 Watching TV.	
Teacher	202 Watching TV. Are you 203 going to the cinema 204 with your friends?	
Learner	205 (4)	
Teacher	206 Ok. Don't worry. 207 Tell me about your 208 daily routine. What time 209 do you get up?	
Learner	210 Seven o'clock.	
Teacher	211 What do you do then?	
Learner	212 Breakfast. It's breakfast	
Teacher	213 I have breakfast. 214 What do you usually eat?	
Learner	215 Cereals.	
Teacher	216 Cereals. What do you usually drink?	
Learner	217 Ah, milk.	
Teacher	218 What time do your classes 219 begin? 220 Your classes? In the morning 221 or in the afternoon?	
Learner	222 Afternoon.	
Teacher	223 In the afternoon. So they 224 start at half past one. Ok. 225 And what's your favourite 226 subject?	
Learner	227 Subject?	
Teacher	228 Things you study, things 229 you study.	
Learner	230 (4)	
Teacher	231 Do you like Portuguese? 232 English? Do you like English? 233 Do you like Maths?	
Learner	234 Yes, I do.	
Teacher	235 Do you like Geography? 236 Your favourite subject. 237 Your favourite one.	
Learner	238 I like Maths.	
Teacher	239 So you like Maths, do you?	



Learner	240 And EV.	
Teacher	241 Visual Education. So it's 242 better to say Arts. 243 Ok. Now, tell me. After 244 school. Ok, you are at 245 school, you have your routine 246 here with your teachers, with 247 your classmates. But 248 after school, you go 249 home. What do you do 250 at home?	
Learner	251 Watch TV.	
Teacher	252 I watch TV. 253 ..... music?	
Learner	254 I listen to music.	
Teacher	255 Computer?	
Learner	256 Computer games.	
Teacher	257 I play computer games. 258 Ok. And what time 259 do you go to bed? 260 What time do you go 261 to bed?	
Learner	262 Ah, eleven.	
Teacher	263 Eleven o'clock. 264 Well done, eleven, it's 265 a bit late but that's 266 ok. 267 Now, tell me, before 268 going to bed, do 269 watch Tv?	
Learner	270 Yes, I do.	
Teacher	271 What's your favourite 272 TV programme?	
Learner	273 Morangos com açúcar.	* strawberries with whipy cream.
Teacher	274 Morangos com açúcar. 275 Who is your favourite actor / actress?	
Learner	276 Neusa:	
Teacher	277 Neusa. 278 Do you know her age (3)? 279 How old is she (3)? 280 You can't get it, can you? 281 More or less? Twenty? 282 Older?	
Learner	283 Older.	
Teacher	284 Older than twenty. Maybe. 285 Now, tell me. Why do you 286 like her? (4) 287 Because...?	
Learner	288 (3)	

Teacher	289 Because she...?	
Learner	290 (3)	
Teacher	291 Because she is a good...?	
Learner	292 Actress.	
Teacher	293 Right. Because she is a good actress. 294 Now, tell me. Is she pretty or ugly? (3)	
Learner	295 Pretty.	
Teacher	296 What's the meaning of pretty?	
Learner	297 Bonita. *	* pretty
Teacher	298 Now-tell me, who's your 299 favourite singer?	
Learner	300 Márcia	
Teacher	301 Márcia. Where is she 302 from? 303 Is she Portuguese?	
Learner	304 No.	
Teacher	305 No?	
Learner	306 France.	
Teacher	307 She is from France. 308 So it means that she 309 is French. Why do you 310 like her?	
Learner	311 (?)	
Teacher	312 Because	
Learner	313 Ah, ah.	
Teacher	314 She is simpática? *	* nice
Learner	315 (4)	
Teacher	316 uma boa....? *	* a good
Learner	317 a good	
Teacher	318 A good singer! Well done, Inês. Thank you. That's enough.	

## APPENDIX 4B



LEARNER 4

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Hi Duarte. 2 Tell me, how old are you?	
Learner	3 I'm Quinze	* Fifteen
Teacher	4 How do you say 'quinze' in English? 5 Who knows? 6 How old is he?	
Helderísio	7 Fifteen.	
Teacher	8 Fifteen years old. 9 So, say: 'I ...?'	
Learner	10 I'm fifteen years old.	
Teacher	11 Ok. Well done. 12 Now, tell me about 13 your hobbies. 14 What are your hobbies?	
Learner	15 My hobbies?	
Teacher	16 What do you like doing?	
Learner	17 Skating.	
Teacher	18 Skating. (?)	
Learner	19 Playing computer	
Teacher	20 Uh, uh.	
Learner	21 Watch TV.	
Teacher	22 Watching TV. Well done! 23 Why do you like skating?	
Learner	24 It's fun.	
Teacher	25 Because it's...?	
Duarte	26 Because it's fun.	
Teacher	27 Another sport 28 you like. 29 Could you tell 30 me another sport?	
Learner	31 Football.	
Teacher	32 Football. Who is 33 your favourite, what is 34 your favourite team?	
Learner	35 Benfica.	
Teacher	36 Benfica! My son is 37 a great fan of 38 Benfica! 39 Tell me, who is your 40 favourite football player?	
Learner	41 I don't have.	
Teacher	42 You don't have. Ok. 43 Now, tell me, do you	

	44 like sports?	
Learner	45 Yes.	
Teacher	46 Why?	
Learner	47 (?)	
Teacher	48 Why do you like 49 them?	
Learner	50 Fun.	
Teacher	51 Because it's fun. 52 Do you practise any sport?	
Learner	53 Skating.	
Teacher	54 Skating. Where?	
Learner	55 (?)	
Teacher	56 At school?	
Learner	57 No.	
Teacher	58 Where?	
Learner	59 At the park. Skate park.	
Teacher	60 In the...?	
Learner	61 Skate park.	
Teacher	62 In the skating...?	
Learner	63 (3)	
Teacher	64 Skating rink, right? 65 Now, let's talk about 66 food. 67 What's your favourite menu?	
Learner	68 Many, I have many.	
Teacher	69 Menu, food.	
Learner	70 Many. I like many.	
Teacher	71 Oh, you said many.	
Learner	72 For example. Hamburger.	
Teacher	73 Hamburgers, right!	
Learner	74 Lasagna.	
Teacher	75 Uh, lasagna. Do you 76 like spaghetti?	
Learner	77 Ah.	
Teacher	78 So, so. 79 What's your favourite fast food?	
Learner	80 I don't know.	
Teacher	81 You don't know. 82 So, you have 83 already mentioned.	
Learner	84 Hamburgers.	
Teacher	85 Hamburgers, pizza. 86 So these are things 87 that you can eat where? 88 Where can you eat fast 89 food?	
Learner	90 Pizzeria	
Teacher	91 How do you say? There 92 is a brand which is	

	93 well-known all over 94 the world	
Learner	95 Tele-pizza.	
Teacher	96 Pizza...?	
Learner	97 Pizza Hut.	
Teacher	98 Pizza Hut. Well done! 99 And where can you 100 eat hamburgers?	
Learner	101 McDonald's.	
Teacher	102 McDonald's. 103 Do you remember 104 another fast food 105 restaurant?	
Learner	106 Burger King.	
Teacher	107 Burger King. Wow! 108 Do you go to fast 109 food restaurants?	
Learner	110 Yes	
Teacher	111 Which ones?	
Learner	112 McDonald's.	
Teacher	113 McDonald's. 114 Do you live in 115 Lisbon?	
Learner	116. Yes	
Teacher	117 Now, tell me about 118 your family. Have 119 you got brothers or 120 sisters?	
Learner	121 One brother.	
Teacher	122 One brother. What's 123 his name?	
Learner	124 Tomás.	
Teacher	125 Tomás. 126 How old is he?	
Learner	127 Nineteen.	
Teacher	128 Nine or nineteen?	
Learner	129 Nineteen.	
Teacher	130 Nineteen years old. 131 So, is he older or 132 younger than you?	
Learner	133 Older.	
Teacher	134 Older. Ok. 135 Do you have a 136 girlfriend?	
Learner	137 No.	
Teacher	138 Now, let's talk about 139 your school. Do you 140 like your school?	
Learner	141 No.	



Teacher	142 Why not?	
Learner	143 I don't like. It's 144 boring.	
Teacher	145 It's <u>boring</u> . 146 Why is it boring 147 studying here? 148 Why don't you like 149 school? When you say 150 "I don't like school", 151 are you trying to 152 say that you don't 153 like (?), the playground, 154 your schoolmates, subjects, 155 the teachers, tell me. 156 ( ) 157 What do you mean by <u>boring</u> ? What?	
Learner	158 I don't have anything.	
Teacher	159 Any...?	
Learner	160 thing to do here.	
Teacher	161 You don't have anything 162 to do here? 163 Yes. You have.	
Learner	164 No.	
Teacher	165 Yes, you do. 166 So you have schoolmates. 167 What does it mean 168 'schoolmates'?	
Learner	169 Colegas *	* schoolmates
Teacher	170 What about Leandro?	
Learner	171 I don't like him.	
Teacher	172 You don't like him. 173 But you spend a 174 lot of time talking 175 with him. 176 What do you usually 177 talk about?	
Learner	178 Nothing special.	
Teacher	179 Nothing special. 180 Tell me about 181 your subjects. 182 Do you like English?	
Learner	183 Yes.	
Teacher	184 But you don't participate 185 in the classes. 186 You don't do the 187 homework.	
Learner	188 I forgot.	
Teacher	189 You forget to do the 190 ....?	

Learner	191 homework.	
Teacher	192 Why don't you participate?	
Learner	193 I don't know.	
Teacher	194 Why don't you have a 195 positive attitude towards 196 the process of learning? 197 Sometimes you don't 198 behave well. You behave 199 badly. Is it true?	
Learner	200 Yes.	
Teacher	201 So, you have to change. 202 don't you?	
Learner	203 Yes.	
Teacher	204 What's your favourite 205 subject? (4) 206 Things you study? 207 English? 208 Which one do you 209 like best? (4) 210 You don't have? 211 Tell me, if you want 212 to play games, where 213 can you go? 214 Here at school?	
Learner	215 CRE	
Teacher	216 That's it. Well done! 217 Resources Centre. 218 Thank you, Duarte. 219 You did it quite well. Congratulations.	

## APPENDIX 5B



# LEARNER 5

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Now Ruben. It's your turn. 2 How are you?	
Learner	3 I'm fine.	
Teacher	4 How old are you?	
Learner	5 I'm fifteen years old.	
Teacher	6 Fifteen years old. 7 Now, tell me. Where do 8 you live?	
Learner	9 I'm in in live in Lisbon.	
Teacher	10 Lisbon. What do you think 11 about Lisbon? (3) 12 What's your opinion about 13 Lisbon? 14 Helderísio. Help him. 15 What do you think about 16 Lisbon?	
Helderísio	17 I like Lisbon very much.	
Teacher	18 Why?	
Learner	19 Very, very good	
Teacher	20 Now, Ruben. Is Lisbon 21 a beautiful or ugly city? 22 Lisbon is beautiful, isn't it? 23 What are your favourite monuments?	
Learner	24 Jerónimos.	
Teacher	25 The Monastery of Jerónimos 26 Do you like Belém Tower?	
Learner	27 Yes, I do.	
Teacher	28 Could you say the names of 29 other famous monuments?	
Learner	30 O Castelo de Lisboa	* Lisbon Castle
Teacher	31 Lisbon Castle. 32 Now, tell me something 33 about your daily routine.	
Learner	34 (4)	
Teacher	35 The things you do everyday.	
Learner	36 Ah I get up. Ah nine o'clock.	
Teacher	37 You get up at nine o'clock. 38 And then? 39 Speak up! Speak up!	
Learner	40 (4)	
Teacher	41 After that? What do you do 42 after getting up?	
Learner	43 (4)	

Learner	93 Anabela.	
Teacher	94 Oh, Anabela. She's quite nice. 95 Do you like Physical Education?	
Learner	96 Yes.	
Teacher	97 What is your favourite sport?	
Learner	98 Handball.	
Teacher	99 Handball.	
Learner	100 And football.	
Teacher	101 And football. 102 Who is your favourite 103 football player?	
Learner	104 No.	
Teacher	105 You don't have? 106 Do you like Figo?	
Learner	107 Yes.	
Teacher	108 Who do you play 109 football with?	
Learner	110 (4)	
Teacher	111 You play football 112 with...? 113 you play football 114 with...?	
Learner	115 Benedito, Benedito.	
Teacher	116 Oh, you play with 117 Benedito. 118 Who is your favourite 119 classmate?	
Learner	120 Duarte.	
Teacher	121 Why do you like 122 him?	
Learner	123 (4)	
Teacher	124 Because he's ni...?	
Learner	125 He's nice.	
Teacher	126 He's nice. Well done! 127 Now tell me the things 128 you like doing when 129 you are at home.	
Learner	130 Watching TV.	
Teacher	131 Watching TV,...?	
Learner	132 Listening to music.	
Teacher	133 What's your favourite 134 kind of music?	
Learner	135 Rock.	
Teacher	136 Do you go to the disco?	
Learner	137 Yes.	
Teacher	138 Yes? How often?	
Learner	139 (4)	
Teacher	140 When? When do you 141 go to the disco?	

Learner	142 Ah	
Teacher	143 Some...?	
Learner	144 Sometimes	
Teacher	145 Sometimes. Ok. 146 Well done, Ruben. 147 Thank you very much.	



## APPENDIX 6B

# LEARNER 6

<u>Speaker</u>	<u>Transcript</u>	<u>Transcription notes</u>
Teacher	1 Ready, steady, go, Inês 2 How are you?	
Learner	3 I'm fine, thanks.	
Teacher	4 Tell me something 5 about yourself.	
Learner	6 I'm thirteen years old. 7 I live in Lisbon. I live 8 my mother and father.	
Teacher	9 Have you got brothers or 10 sisters?	
Learner	11 One brother.	
Teacher	12 One brother. 13 What's his name?	
Learner	14 Pedro Daniel.	
Teacher	15 How old is he?	
Learner	16 Nineteen.	
Teacher	17 Nineteen years old. 18 What's your mother's job? 19 What does she do? Your 20 mother?	
Learner	21 My mother is empregada de balcão *	* shop assistant
Teacher	22 How do you say? 23 shop assistant. Ok? 24 Where does she work?	
Learner	25 Bairro Alto.	
Teacher	26 Tell me about your dream job. 27 What would you like to be in 28 the future?	
Learner	29 I do know.	
Teacher	30 You don't know. Don't you 31 remember your last answer? 32 In the last interview you 33 answered something related 34 to your future career. 35 Don't you remember? Don't you 36 like children? Kids?	
Learner	37 Yes.	
Teacher	38 So, do you remember?	
Learner	39 Educadora de infância. *	* Baby sitter
Teacher	40 Babysitter. You said it! 41 Don't you remember? 42 Ok. So, it means that you 43 like babysitting. You like 44 being with children. 45 Now, tell me about your 46 daily routine. (4)	

	47 What do you do everyday? 48 Do you remember?	
Learner	49 I'm go to school.	
Teacher	50 Uh, uh.	
Learner	51 I'm practising wrestling.	
Teacher	52 What do you do in 53 the afternoon? After 54 school? After school?	
Learner	55 I'm practise wrestling.	
Teacher	56 I practise wrestling. 57 So maybe this is your 58 favourite sport.	
Learner	59 Yes.	
Teacher	60 Yes. Why? Why do you 61 practise wrestling? Why?	
Learner	62 It's funny. I like.	
Teacher	63 It's funny, energetic.	
Learner	64 Yes.	
Teacher	65 Ok. Exciting. 66 So, what time do you get up?	
Learner	67 I'm get up at seven.	
Teacher	68 I get up at...	
Learner	69 Seven.	
Teacher	70 Do you have breakfast at 71 home?	
Learner	72 Yes.	
Teacher	73 What do you usually eat?	
Learner	74 Cereals.	
Teacher	75 I usually eat cereals. 76 Ah, ah. 77 How do you go to school?	
Learner	78 Eight. Eight.	
Teacher	79 How do you go? 80 Do you go by car?	
Learner	81 No.	
Teacher	82 Do you go to school by car?	
Learner	83 No. Foot.	
Teacher	84 On foot. 85 Do you come alone?	
Learner	86 Yes.	
Teacher	87 Or do you come with 88 friends or classmates?	
Learner	89 Friends.	
Teacher	90 Friends. 91 Who is your best friend?	
Learner	92 Ah, it's Marta.	
Teacher	93 Why? How do you describe 94 her as a person?	
Learner	95 It's funny.	



Teacher	96 She's funny, ...?	
Learner	97 Friend.	
Teacher	98 Friendly. Please, repeat.	
Learner	99 Friendly.	
Teacher	100 Now tell me, what's your 101 favourite food?	
Learner	102 Ah, pizza.	
Teacher	103 Where do you usually have 104 lunch? Where?	
Learner	105 Home. Home.	
Teacher	106 Home. What do you 107 usually prefer eating? 108 meat or fish?	
Learner	109 Meat.	
Teacher	110 What's the meaning of meat?	
Learner	111 Carne *	* meat
Teacher	112 Right. 113 What's your favourite dish?	
Learner	114 (4)	
Teacher	115 Say in Portuguese, if you want.	
Learner	116 (4)	
Teacher	117 Something you like eating. 118 Something delicious.	
Learner	119 Pizza.	
Teacher	120 Is pizza a Portuguese dish?	
Learner	121 No, it's Ita...	
Teacher	122 It's Italia, it's an italian 123 dish. 124 Now, tell me about your hobbies.	
Learner	125 I ... listen to music.	
Teacher	126 I like listening to music. 127 What kind of music do you 128 like best?	
Learner	130 Hip-hop.	
Teacher	131 Hip-hop? 132 Tell me about your favourite 133 singer.	
Learner	134 Ah, ah, Chris.	
Teacher	135 Why do you like him?	
Learner	136 He's funny.	
Teacher	137 Because he's funny. 138 Where's he from?	
Learner	139 I I	
Teacher	140 I think...	
Learner	141 I think he is from America.	
Teacher	142 I see. He's from the 143 USA. 144 Could you tell us the names of some of his songs?	

Learner	145 Kiss, kiss.	
Teacher	146 Kiss, kiss, wow! 147 What's the meaning of kiss?	
Learner	148 Beijo *	* kiss
Teacher	149 Well done! 150 Now, tell us about your last weekend.	
Learner	151 Cinema	
Teacher	152 I ...	
Learner	153 (4)	
Teacher	154 Mónica, where did you 155 go last Sunday?	
Learner	156 I went to my grandmother's house.	
Teacher	157 Listen, Mónica <u>went</u> to her grandmother's house. What about you: I ...	Question addressed to Mónica
Learner	158 I went to the cinema.	
Teacher	159 Well done. 160 Would you like to ask me some questions?	
Learner	161 No.	
Teacher	162 Thank you, Inês.	